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Abstract

A questionnaire to gather material on teacher evaluation was sent to all school systems enrolling 16,000 or more pupils. Replies were received from 235, or 73 percent of the 322 systems contacted. The circular is based on the replies of the 213 systems having formal evaluation procedures. Included, system by system, are data on frequency of evaluation, evaluators, evaluation forms, evaluation procedures, appraisal procedures, and appeal procedures. Eight general types of evaluation procedures are evident among the 213 systems. The distinction in evaluation procedures is the degree to which the evaluatee determines the criteria against which he will be evaluated and the degree of participation by the evaluatee in the appraisal process. Reproduced are 13 evaluation forms selected from those submitted with the questionnaire response. Related documents are EA 002 519 and EA 002 547. (MF)

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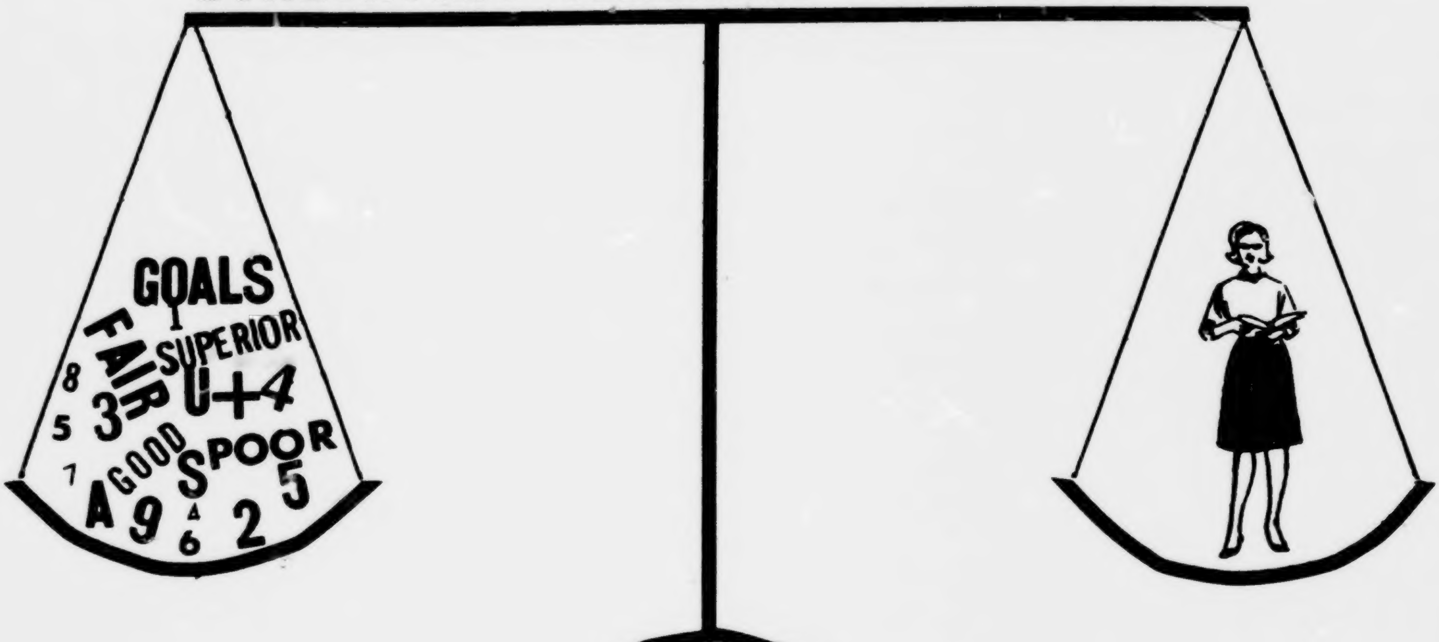
EVALUATING TEACHING PERFORMANCE



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EA 002 546

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EVALUATING TEACHING PERFORMANCE

"Rating" is often a nasty word to an employee being rated, and usually also to the supervisor who must do the rating. And what student has not heard a teacher say, "I don't like giving tests any more than you like taking them"? Classroom teachers and the principals who are required to judge their competence have long shared this sentiment. Today, however, principals and teachers in many school systems are working with the central office staff to revise their rating procedures, and the results of their work could bring about a marked change of attitude toward a hitherto distasteful but necessary experience.

The new "evaluation" plans which are superseding "rating" recognize the fact that performance appraisal, when focused on criteria developed mutually by evaluator and evaluatee, can be rewarding to everybody involved--including the principal, the teacher, and the children.

Doubtless, a number of factors have been responsible for the recent renewal of interest in this traditionally "hot" subject. Not the least among them are the improved economic and working conditions of the teaching profession as a result of professional negotiation between teachers and boards of education. The recognition of teaching as a true profession means that teachers must police their ranks to get rid of incompetency, much as lawyers and doctors are obligated to do. It means that the taxpayer wants to be reassured that the increased expenditures for salaries and relief from nonteaching duties has indeed produced a better quality of instruction for their children.

A good deal has been written on evaluating teaching performance. Some of it, such as Redfern's *How to Appraise Teaching Performance*,[1] has effectively stimulated the development of constructive, cooperative evaluation processes to replace the traditional rating or ranking of teachers. As yet, however, no one has come up with a completely satisfactory answer to the question, "Who is a good teacher?" The topic of teacher evaluation still appears frequently in the programs of administrators' and teachers' workshops and conventions, and the Educational Research Service still receives frequent requests for the "latest" information on what is being done in teacher evaluation. This Circular provides some up-to-date information on techniques currently being utilized to evaluate teaching performance.

The information on current evaluation procedures presented in this study was obtained from a questionnaire (see pages 59 through 62) sent in January 1969 to all school systems enrolling 16,000 or more pupils. Responses from these systems are distributed by enrollment group as follows:

Enrollment group	Ques. sent	Usable replies
I - 100,000 or more	25	24 (96%)
II - 50,000 to 99,999	55	45 (82%)
III - 25,000 to 49,999	93	76 (82%)
IV - 16,000 to 24,999	149	90 (60%)
	322	235 (73%)

Of the 235 usable replies, 213 indicated that their school systems have a formal procedure for evaluating probationary and/or continuing teachers; 5 said their procedures are being revised; and 17 reported that teachers are not formally evaluated in either probationary or permanent status.

The remainder of this report is based on the replies of the 213 systems having formal evalua-

This ERS Circular is the second of three devoted to staff evaluation procedures of local school systems. ERS Circular No. 7, 1968 (56 pages, $1.50) focused on Evaluating Administrative Performance. Circular No. 4, 1969, will examine The Evaluation of Noncertificated Personnel.

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[1] Redfern, George B. *How to Appraise Teaching Performance*. Columbus, Ohio: School Management Institute, Inc. (3752 North High Street), 1963. 100 p. $2.50.

> In every field of endeavor, there is a need for judgment and decision on the performance and achievement of the personnel involved. At some stage someone is called upon to observe and appraise. This is essential if for no other reason than to determine if standards of quality are being maintained. It becomes of greater necessity if innovation or expansion are present, and certainly if standards are to be raised.
>
> *–from Birmingham Public School Plan for the Evaluation of Personnel, Birmingham, Michigan*

tion procedures to the 11 questions presented in the inquiry form. It will be noted that for some questions the replies are merely summarized in the text discussion, while the responses to other questions are both summarized and reported system-by-system in the table beginning on page 8.

Formulation of Procedures

The competence of teachers has been appraised in one way or another for a long time--70 years or more in one of the 170 systems which supplied this information on the questionnaire. Slightly over one-half of these 170 systems have had formal evaluation procedures for 20 years or more. The responses to the question, *How long have you had procedures for evaluating teaching performance?* are summarized below:

Years	No. of systems	Years	No. of systems
1-4	9	25-29	8
5-9	20	30-39	18
10-14	33	40-49	13
15-19	25	50-59	8
20-24	35	70 or more	1

Of the 152 systems which answered the next question on the form, *How recently have these procedures been revised?*, nearly 60 percent said that the procedures were rewritten less than two years ago; another 25 percent have been revised within the past five years. Over one-half of the 213 systems reported that revisions are planned in the near future.

Respondents were also queried as to *whether teachers have been involved* in formulating the procedures currently in use. One hundred and twenty-five systems replied affirmatively, and reported the methods of selecting these teachers as follows:

Selection methods	No. of systems
Appointed by teachers organization	45
Established committee utilized	8
Selected by administration	26
Appointed by administration:	
Nominated by teachers organization	9
Nominated by principals	5
Nominated by principals and teachers organization	5
Nominated by supervisors	2
Nominated by faculty groups	1
Approved by teachers organization	2
Selected by principals	5
Selected by faculty of each school	1
Some appointed by teachers organization; some by superintendent	4
Some appointed by teachers organization; some volunteered	1
Volunteered	2
Survey of total staff used to devise procedures	1
Method of selection not reported	8

It is notable that in slightly over one-half of the 125 systems, the local teachers organization was involved in the selection of the committee which formulated the evaluation procedures currently in use. In some cases the teachers organization actually named the teacher members of the committee, while in others the organization was responsible for suggesting or approving teachers appointed by the administration.

Uses Made of Evaluations

The questionnaire listed 10 *possible ways in which teacher evaluations might be used,* and asked respondents to check all that apply. Space was also provided for the addition of any

> **Evaluation is a cooperative process wherein the individual being evaluated and the one responsible for making the assessment feel a joint responsibility to focus upon performance areas needing improvement as well as those showing strengths, to work together to achieve the best results, and to evaluate the result.**
>
> *–George B. Redfern, Associate Secretary, American Association of School Administrators*

uses not included in the list. The frequency with which each item was checked by 211 systems is as follows:

Purpose	Frequency
To stimulate improvement of performance	198
To establish evidence where dismissal from service is an issue	183
To decide on reappointment of probationary teachers	180
To recommend probationary teachers for permanent status	179
To select teachers for promotion	121
To decide on reappointment of permanent teachers	102
To quality teachers for regular salary increments	29
To qualify teachers for longevity pay	8
To establish qualifications for merit pay	4
To qualify teachers for acceleration on salary schedule	3

Six systems added that evaluations are made of teachers leaving the system to provide references for future employers. Two systems did not answer the question.

Frequency of Evaluation

(Columns 2 and 3 of the system-by-system table)

Table A summarizes the frequency of evaluation for probationary and continuing teachers in the 213 school systems listed in the system-by-system table. It will be noted that 14 systems do not require a teacher to serve a probationary period, and 29 systems do not evaluate continuing teachers. The term "continuing" is used throughout this study interchangeably with "permanent" to designate those teachers who have completed a probationary period (where required). The probationary period, for the purposes of the study, does not necessarily imply that a teacher attains tenure at the end of this period, but rather indicates a trial period during which evaluations are usually more frequent. Some of the responding systems are in states which do not have tenure laws, and other systems are in states whose tenure laws do not specify a probationary period.

Table A

FREQUENCY OF EVALUATION, 213 SYSTEMS

Frequency	Probationary	Continuing
More than 4 times a year	2	..
4 times a year	3	1
3 times a year	8	..
2 times a year	90	7
Annually	80	82
Every 2 years	3	8
Every 3 years	2	30
Every 4 years	..	5
Every 5 years	..	8
Varies by year	11	10
As needed	..	33
No probation	14	..
Not evaluated	..	29

> **That observations and appraisals provide a sound basis for administrative decisions on continued or discontinued employment is a resulting value, but should not be the basic purpose. It is generally recognized that a procedure for hiring teachers and merely watching to see whether or not they succeed is an inefficient, uneconomical, and unethical method of personnel administration.**
>
> *–from A Statement of Attitude with Regard to Appraising Teacher Competency, Hawaii Department of Education*

Probationary. Of the 199 systems where probationary teachers are evaluated, 90 (45 percent) require two evaluations each school year. Annual evaluations were reported by 40 percent (80 systems). Systems tabulated in Table A under "Varies by year" evaluate probationers with decreasing frequency during this period.

Continuing. The frequency of evaluation most often reported for continuing or permanent teachers was once each year. In some of the 33 systems tabulated in the "As needed" category, evaluations are made at the discretion of the principal or at the request of the teacher and others evaluate only upon termination, change of assignment, assignment of a new principal, or when service becomes unsatisfactory.

Of the 170 systems which evaluate both probationary and continuing teachers, 138, or 81 percent, evaluate probationers more frequently.

Evaluators

(Column 4 of the system-by-system table)

The principal is the sole person responsible for completing evaluations for teachers in 115 of the 213 responding systems. The principal and the assistant principal jointly prepare the teachers' evaluations in 13 systems, and in an equal number of systems evaluations are jointly completed by the principal and supervisor. Twelve respondents said the principal and supervisor each prepare a separate evaluation for each teacher.

In the remaining 60 systems, other combinations of personnel prepare teachers' evaluations. Unique are the situations in Saginaw and Waterford Township, Michigan. In Saginaw, the probationary teacher is evaluated by the principal and by a member of the Building Tenure Committee. The Committee reviews the member's report and submits a committee report to the principal (see footnote f/ on page 24). In Waterford Township, the probationer's "tenure coach" and the principal each conduct three evaluations of the probationer each year, confer with each other on their separate evaluations, and meet with the probationer after each evaluation (see footnote g/ on page 24).

> To give the reader a more complete picture of the evaluation process in each of the 213 school systems, the table which begins on page 8 includes columns headed "Form" and "Procedure." The code numbers which appear in these two columns are explained in the *Key to Types of Evaluation Forms* and the *Key to Evaluation Procedures* on page 7. This page folds out for ready reference when examining the system-by-system table.

Evaluation Forms

(Column 5 of the system-by-system table)

The key at the top of page 7 outlines the 10 general types of instruments used to record teacher evaluations in the 213 reporting systems. The number of systems which utilize each type of form for probationary teachers only, for continuing teachers only, and for both probationary and continuing teachers are tabulated on the key. Systems using forms which cannot be fitted into one of the 10 categories are footnoted in Column 5 of the system-by-system table. Samples of each type of printed form are reproduced on pages 29 through 51. In addition, forms from two systems with footnotes in Column 5 are reproduced on pages 52 through 58.

As can be seen from the tabulations on page 7, the most commonly used form is Type 5, which consists of a rating scale on a list of factors plus an overall comment by the evaluator. Type 1, the rated list of factors only, appears next in frequency among the forms.

The majority of the 213 systems in this study use the same form, or the same type of form, for evaluating both probationary and continuing teachers. The 137 systems where this is done are tabulated in the last column on the key. Exceptions to this practice include 14 systems which do not have probationers, 29 which do not evaluate continuing teachers, and 20 which use different types of forms for probationary and continuing teachers. The form types for these systems are tabulated in the other two columns on the key. Systems which use different forms for elementary and secondary teachers or different forms for the first and second semester evaluations have not been included in the tabulation.

Evaluation Procedures

(Column 6 of the system-by-system table)

The second key on page 7 delineates the eight general types of evaluation procedures reported for the systems in the survey. The distinction between Type A and Type B procedures is the degree to which the evaluatee determines the criteria against which he will be evaluated. Type A procedures rate the evaluatee against prescribed performance standards or characteristics used for all teachers. Type B procedures rate the evaluatee against individual performance goals which he has formulated with the help of his evaluator. Each higher number prefixing A- or B-type procedures indicates a greater degree of participation by the evaluatee in the appraisal process.

> Improvement can come about in two ways. First, and perhaps most important, it can be achieved through the efforts of the appraisee himself. To the degree that he becomes self-enlightened and sensitive to his own strengths and shortcomings and begins to see the need for improvement, will he be in an advantageous position to move forward in his own improvement and development. The second course which can help bring about improved performance is the leadership, help, guidance, and stimulation which a sensitive appraiser can provide the teacher.
>
> *–from How to Appraise the Teaching Performance, by George B. Redfern*

An examination of the tabulations in the key to evaluation procedures shows that half (106) of the systems follow a procedure calling for the evaluator to rate both probationary and continuing teachers against prescribed performance standards and to discuss each evaluation with the individual teacher in a post-evaluation conference (see last column on the key). Exceptions to this practice, which are tabulated in the other two columns on the key, include systems which have different procedures for evaluating probationary and permanent teachers, those which evaluate only probationary teachers, and those with no probation period. Not tabulated are systems with different procedures for elementary and secondary teachers and systems with footnotes in Column 6 of the system-by-system table (indicating a procedure which could not be placed in one of the eight categories).

Systems which reported evaluation procedures of Type A utilize form Types 1 to 7 or Type 10. With one exception, Type B evaluation procedures involve the use of form Types 8 and 9.

Apprisal Procedures
(Column 7 of the system-by-system table)

When a post-evaluation conference is held with the teacher (procedure Types 2A, 3A, 1B, and 2B), and when the evaluation is completed cooperatively in a conference with the evaluatee (Types 4A, 5A, and 6A), the evaluatee is naturally informed of the outcome of the evaluation.

Summary Table B shows that, with the exception of unsatisfactory teachers, 12 systems do not inform teachers of the evaluation results. In another six systems the only information the teacher receives about his rating is given to him during discussion at a post-evaluation conference. The various opportunities a teacher is provided to examine the completed evaluation form are also reported in Table B. Forty-three systems permit the teacher to examine the form in his personnel file *in addition* to other means by which the teacher may see the evaluation form. In six systems this is the *only* way a teacher may see the form.

Appeal Procedures
(Column 8 of the system-by-system table)

Respondents were asked to check on the questionnaire form all the appeal procedures that are available to the teacher who does not agree with the evaluator's assessment. The number of responses in each category are reported in Table C. Many systems, of course, checked several appeal procedures. Unique is the situation in Montgomery County, Maryland, which has established the

Table B

HOW TEACHERS ARE APPRISED OF EVALUATIONS, 213 SYSTEMS

Procedure	Frequency
Signs and receives copy of form	81
Receives copy of form, but does not sign	21
May request copy of form	4
Shown a copy of form, which he signs	43
May also request a copy	9
Shown copy of form, but does not sign	20
May also request a copy	4
Shown copy of form only on request	3
Informed in post-evaluation conference only	6
May only examine form in personnel file	6*
Varies by status or instructional level	4
Not apprised unless unsatisfactory	12

* Another 43 systems, where teachers are given or shown a copy of the completed evaluation, reported that the forms may also be examined in the personnel files.

TEACHER EVALUATION PROCEDURES, 1968-69

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
BIRMINGHAM, ALA., city schools (II)**	3 or 4 times a year	Twice a year	Principal, supervisor, and department head jointly	10	1A (See col. 7)	None, unless teacher requests conference.	Request conference with evaluator's superior or any other administrator or board member; appeal to professional ethics commission.
JEFFERSON COUNTY, ALA. (Birmingham) (II)	Annually	Annually	Principal, asst. principal, or supervisor	1	1A (See col. 7)	None, unless rating is unsatisfactory or teacher requests conference.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
ANCHORAGE, ALASKA. (IV)	Annually	Every 3 years	Principal and asst. principal	Elementary = 3 Secondary = 1	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
MESA, ARIZ. (IV)	Twice a year	Every 3 years	Principal, asst. principal, supervisor, department head jointly	5	2A	Shown copy of form.	Request conference with evaluator's superior, superintendent, and board.
SCOTTSDALE SCHOOL DISTRICT, ARIZ. (Phoenix) (III)	3 times a year	Twice a year	Principal and asst. principal jointly	5 in Dec. 3 in Feb.	2A	Signs and receives copy of form; may examine copy in personnel file.	Attach dissenting statement to form; initiate grievance.
TUCSON, ARIZ. (II)	Annually	Every 3 years	Principal	3	3A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
LITTLE ROCK, ARK., city schools (III)	Twice a year	Annually	Principal	5	2A	Receives copy of form and signs if he concurs with evaluation.	If teacher refuses to sign form (indicating dissent), department of instruction begins extensive evaluation of performance.
ANAHEIM, CALIF.--Union High School District (III)	Annually	No regular schedule	Principal	3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
BAKERSFIELD, CALIF.--Elementary School District (IV)	Twice a year	As requested	Principal	1	2A	Shown copy of form; may request copy or examine copy in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form or file with review board; initiate grievance.
COMPTON, CALIF.--Elementary School District (IV)	Twice a year	Upon request or when terminating employment	Principal	5	2A	Shown copy of form; may request copy.	Request conference with evaluator's superior; initiate grievance.
COVINA-VALLEY SCHOOL DISTRICT, CALIF. (Covina) (IV)	Twice a year	Annually	Principal	3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
CUPERTINO, CALIF.--Elementary School District (IV)	Twice a year	Annually	Principal	5	P=6A C=5A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; file dissenting statement with personnel; request review by superintendent; appeal to board.

* To read columns 5 and 6, see keys on fold-out page.

** Roman numerals following names of school systems correspond to enrollment groupings designated in the summary of response on page 1.

KEY TO TYPES OF EVALUATION FORMS

(Column 5 of the system-by-system table)

TYPE OF FORM (Page references are to sample forms)	NUMBER OF SYSTEMS USING FOR:		
	P=Probationary only	C=Continuing only	Both P and C
1. Word or number rating on list of defined factors (see page 29).	3	6	17
2. Overall word or number rating only (see page 30)	...	5	1
3. Narrative, nonstructured comments on list of defined factors (see pages 31 and 32)	5	6	10
4. Overall narrative, nonstructured comment only (see page 33)	2	4	6
5. Word or number rating on list of defined factors + overall narrative, nonstructured comment (see page 34)	13	5	55
6. Word or number rating on list of defined factors + narrative, nonstructured comments on each factor or group of factors (see pages 35 and 36)	11	2	26
7. Word or number rating on list of defined factors + narrative, nonstructured comments on other factors (see pages 37-42)	3	2	15
8. Rating according to job targets + overall narrative, nonstructured comment (see pages 43 and 44)	1	...	2
9. Rating according to job targets + word or number rating on defined factors + overall narrative, nonstructured comment (see pages 45-51)	1	...	3
10. No form used--letter-type report submitted to central office	...	1	2

KEY TO EVALUATION PROCEDURES

(Column 6 of the system-by-system table)

EVALUATION PROCEDURE	NUMBER OF SYSTEMS USING FOR:		
	P=Probationary only	C=Continuing only	Both P and C
Type A			
1A. Following observation(s) and post-observation conference(s), the evaluator unilaterally rates the evaluatee against prescribed performance standards	2	2	16
2A. Same as #1A above, but also includes post-evaluation conference	29	5	106
3A. Same as #2A above, but also includes self-evaluation	3	2	18
4A. Observation(s) and post-observation conference(s) are held during the year. In an evaluation conference, the evaluator and evaluatee discuss the items on the evaluation form as they apply to the evaluatee. The evaluator may or may not complete the evaluation form as each item is discussed	...	...	6
5A. Same as #4A above, but also includes self-evaluation	1	3	4
6A. Same as #5A above, except that the evaluator and the evaluatee discuss their separate evaluations and arrive at an evaluation to which they both agree	1	...	1
Type B			
1B. Evaluator and evaluatee cooperatively establish specific performance goals which are used by the evaluator to unilaterally judge how well the evaluatee has achieved his performance goals. In addition, the evaluatee may also be rated against prescribed performance standards. At post-evaluation conference evaluator explains his evaluation	...	1	1
2B. Same as #1B above, but also includes self-evaluation	2	...	4

Table C

APPEAL PROCEDURES OPEN TO TEACHERS

Procedure	Frequency
Request conference with evaluator's superior	148
Initiate grievance	93
Attach dissenting statement to form	87
Signify dissent on form	33
Request rating by third party	18
File dissenting statement with review board	17
Appeal to personnel office, assistant superintendent, superintendent, or board of education	27
Appeal to professional organization, professional ethics committee, or ombudsman	4
No appeal possible	12
Not applicable	1

position of ombudsman to include this function. It is notable that 12 systems reported that there is no way for a teacher to indicate disagreement with the evaluation.

Although 93 systems indicated that a formal grievance procedure may be invoked by the dissatisfied teacher, it may be that this applies only to situations where dismissal from service is an issue or where the teacher has evidence that the required evaluation procedure has not been adhered to. Some systems, in fact, submitted policies and articles from negotiated agreements as evidence that the normal evaluation process is not subject to grievance procedures.

A Postscript: Negotiation and Teacher Evaluation

Forty-seven systems indicated that evaluation procedures are included in negotiated agreements between the teachers and the board of education. It is not clear, however, whether already existing procedures were merely written into the agreement or new procedures were devised for inclusion.

Asked to comment on the impact negotiation is having, or might have, on teacher evaluation, only a few of the respondents from systems where current agreements include evaluation felt that negotiation has had any effect on the evaluation program. Most were of the opinion that, while there has been little or no impact as yet, it is quite likely that future negotiation will give more attention to objectives and methods in teacher evaluation. The remarks of those who commented on the effect of negotiation agreements, actual or conjectured, can be summarized in the following statements:

> Greater care is being taken by evaluators in conducting and recording their evaluations.
>
> There is greater teacher involvement in the evaluation process.
>
> Higher standards have been established for the teaching profession.
>
> There is a tendency to protect the less competent teacher and make it more difficult to dismiss him.
>
> Teachers organizations must start policing their own ranks.
>
> Teachers are demanding the right to evaluate administrators.

Three respondents stated that teacher evaluation is not a part of their negotiated agreements because they had and would, as one person put it, "steadfastly maintain that teacher evaluation procedures are outside the scope of negotiation."

Successful job performance
is a joint achievement.
Unsuccessful job accomplishment
is a joint responsibility.

–from How to Appraise Teaching Performance,
by George B. Redfern

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
DOWNEY, CALIF. (IV)	Twice a year	Annually	Principal	6	2A	Signs and receives copy of form.	Attach dissenting statement to form.
FREMONT, CALIF. (III)	Twice a year	Annually	Principal and asst. principal each evaluate	3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
FRESNO, CALIF. (II)	Twice a year	Every 2 years	Principal or department head	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
GARDEN GROVE, CALIF. (II)	Twice a year	Annually	Principal and asst. principal each evaluate	6	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; file dissenting statement with review board; initiate grievance.
GLENDALE, CALIF. (IV)	Twice a year	Not evaluated	Principal	7 (See p. 37 and 38)	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
HAYWARD, CALIF. (III)	Twice a year	K-8, annually; 9-12, every 4 years	Principal	6	2A	Signs and receives copy of form.	Request conference with evaluator's superior, director of personnel, or teachers' professional rights and responsibilities committee; attach dissenting statement to form; initiate grievance.
HUDSON ELEMENTARY SCHOOL DISTRICT, CALIF. (La Puente) (IV)	Twice a year	Annually	Principal	P=4 (1st sem.) P=3 (2nd sem.) C=4	2A	Signs and receives copy of form.	Request conference with evaluator and representative from superintendent's office; initiate grievance.
KERN COUNTY UNION HIGH SCHOOL DISTRICT, CALIF. (Bakersfield) (IV)	Twice a year	Not evaluated	Principal	3	2A	Shown copy of form which he signs.	Attach dissenting statement to form.
LOS ANGELES, CALIF. (I)	Twice a year	When unsatisfactory, weak, or outstanding	Principal, asst. principal, department head jointly	7	1A (See col.7)	Signs and receives copy of form; if unwilling to sign, witness signs and copy is forwarded to Personnel Division. Post-evaluation conference held if weak or unsatisfactory.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
MODESTO, CALIF. (IV)	Twice a year	Every 3 years	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form or file with review board; initiate grievance.
MONTEBELLO, CALIF. (III)	Twice a year	Every 3 years	Principal and asst. principal each evaluate	P=6 C=3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
MONTEREY PENINSULA SCHOOL DISTRICT, CALIF. (Monterey) (IV)	Twice a year	Annually	Principal and asst. principal jointly	6	3A	Signs and receives copy of form.	Request conference with evaluator's superior.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
MT. DIABLO SCHOOL DISTRICT, CALIF. (Concord) (III)	Twice a year	Every 3 years	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement on form provided.
NEWPORT-MESA SCHOOL DISTRICT, CALIF. (Newport Beach) (III)	Twice a year	Annually	Principal, asst. principal, supervisor, and department head jointly	10	3A	Receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
NORWALK-LA MIRADA SCHOOL DISTRICT, CALIF. (Norwalk) (III)	Twice a year	Every 2 years	Principal	5	2A	Signs and receives copy of form.	Attaching dissenting statement to form.
OAKLAND, CALIF. (II)	Twice in 1st year; then annually	Every 5 years	Principal	P=7 C=3	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance.
ORANGE, CALIF. (III)	Twice a year	Annually	Principal and asst. principal jointly	5	2A	Receives copy of form upon request.	Request conference with evaluator's superior; initiate grievance.
PASADENA, CALIF. (III)	Twice a year	Every 4 years or if assignment changes	Principal and supervisor jointly	6	2A	Signs and receives copy of form.	Initiate grievance.
POMONA, CALIF. (IV)	Twice a year	Every 2 years	Principal or department head	5	2A	Signs and receives copy of form.	Attach dissenting statement to form.
RICHMOND, CALIF. (III)	Twice a year	Only if unsatisfactory	Principal	4	2A	Signs and receives copy of form.	Signify dissent on form; initiate grievance.
SACRAMENTO, CALIF. (II)	Annually	At request of teacher or discretion of principal	Principal	6	2A	Signs and receives copy of form.	Attach dissenting statement to form or file with review board; initiate grievance.
SAN BERNARDINO, CALIF. (III)	5-7 times a year	Every 3 years	Principal, asst. principal, supervisor, department head each evaluate	P=3 and 4 C=4	2A	Receives copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
SAN JOSE, CALIF. (III)	Annually	Not evaluated	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior.
SAN JUAN SCHOOL DISTRICT, CALIF. (Carmichael) (II)	Twice a year	Annually	Principal	6	2A	Signs and receives copy of form.	Signify dissent on form; initiate grievance.
SANTA ANA, CALIF. (III)	Twice a year	Annually	Principal, asst. principal, or supervisor	P=5 C=3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form.
SANTA CLARA, CALIF. (IV)	Twice a year	Annually	Principal	6	3A	Shown copy of form which he signs; may request copy or examine in personnel file.	Request conference with assistant superintendent for personnel; request rating by consultant; file dissenting statement with review board; initiate grievance.

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* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
SIMI VALLEY SCHOOL DISTRICT, CALIF. (Simi) (IV)	Twice a year	Every 2 years	Elementary--principal; Secondary--principal and asst. principal jointly	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior or rating by third part; attach dissenting statement to form or file with review board; initiate grievance.
STOCKTON, CALIF. (III)	Twice a year	Not evaluated	Principal	1	2A	Signs and receives copy of form.	Attach dissenting statement to form.
TORRANCE, CALIF. (III)	Twice a year	Annually	Principal and asst. principal jointly	6	2A	Signs and receives copy of form; may examine form in personnel file.	Attach dissenting statement to form; initiate grievance.
VALLEJO, CALIF. (IV)	Twice a year	Annually	Principal or asst. principal	4	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form.
VENTURA, CALIF. (IV)	Twice a year	Policies being developed	Principal	5 (See p. 34)	2A	Signs and receives copy of form.	Attach dissenting statement to form; initiate grievance.
AURORA, COLO. (IV)	Twice a year	Every 3 years	Principal	P=3 (1st sem.) P=6 (2nd sem.) C=10	3A	In conference with principal and director of personnel, shown a copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form.
COLORADO SPRINGS, COLO. (III)	Annually	Not evaluated at present; every 3 years in future	Principal; supervisor also evaluates 1st year probationers	6	3A	Signs and receives copy of form.	None.
DENVER, COLO. (II)	Twice a year	Only when requested by main office	Principal or department head.	7	2A	Signs and receives copy of form.	Signify dissent on form.
JEFFERSON COUNTY, COLO. (Lakewood) (II)	Twice a year	Annually	Principal	P=6 (1st sem.) P=3 (2nd sem.) C=3	2A	Signs and receives copy of form.	Attach dissenting statement to form; initiate grievance.
PUEBLO, COLO. (III)	Twice a year	Not evaluated	Principal	6	2A	Shown copy of form which he signs.	Attach dissenting statement to form; schedule conference with assistant superintendent in charge of personnel.
BRIDGEPORT, CONN. (IV)	4 times in 1st and 2nd years; twice in 3rd year	Not evaluated	Principal and supervisor jointly	5	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
STAMFORD, CONN. (IV)	Annually	At discretion of principal	Principal, supervisor, department head jointly	7	2A	Signs and receives copy of form.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form or file with review board; initiate grievance.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
WILMINGTON, DEL (IV)	Twice a year	Not evaluated	Principal, asst. principal, jointly; department director separately	4	2A	Signs and receives copy of form.	Request conference with evaluator's superior; initiate grievance.
WASHINGTON, D. C. (I)	Twice a year	Annually	Principal	1 (See p. 29)	1A (See col.7)	Temporary and probationary teachers receive copy of form; permanent teachers are notified orally by supervisor. Any supervisor or teacher may request post-evaluation conference.	Attach dissenting statement to form; initiate grievance.
DADE COUNTY, FLA. (Miami) (I)	Annually	Annually	Principal	1	2A	Shown copy of form; may also request copy.	Request conference with evaluator's superior; initiate grievance.
DUVAL COUNTY, FLA. (Jacksonville) (I)	Annually	Annually	Principal	1	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; initiate grievance.
ESCAMBIA COUNTY, FLA. (Pensacola) (III)	Annually	Annually	Principal	1	2A	Shown copy of form; may examine copy in personnel file.	Request conference with evaluator's superior.
ORANGE COUNTY, FLA. (Orlando) (II)	Annually	Annually	Principal	1	2A	Shown copy of form which he signs.	Request conference with evaluator's superior or rating by third party.
PALM BEACH COUNTY, FLA. (West Palm Beach) (II)	Annually	Annually	Principal, asst. principal, and department head jointly	7	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior; signify dissent on form and submit letter to director of personnel (copy to principal); initiate grievance.
PINELLAS COUNTY, FLA. (Clearwater) (II)	Annually	Annually	Principal	5	6A	Signs and receives copy of form.	Request conference with evaluator's superior.
POLK COUNTY, FLA. (Bartow) (II)	Twice a year	Annually	Immediate superior	5	3A	Signs and receives copy of form.	None
VOLUSIA COUNTY, FLA. (DeLand) (III)	Annually	Annually	Principal	1	2A	Shown copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
ATLANTA, GA., city schools (I)	Annually	No schedule	Principal, asst. principal, supervisor, department head, area superintendent jointly.	7	2A	Shown copy of form which he signs.	Attach dissenting statement to form; request conference with evaluator's superior, staff personnel administrator, or superintendent.
DE KALB COUNTY, GA. (Decatur) (II)	Annually	Annually	Principal	5	2A	Receives copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form or file with review board; initiate grievance.
SAVANNAH-CHATHAM COUNTY, GA. (Savannah) (III)	Twice a year	Every 3 years	Principal	1	2A	Signs form; may request copy or examine in personnel file.	Request conference with evaluator's superior.
HAWAII--entire state (I)	Twice a year	Annually	Principal, asst. principal, supervisor, department head jointly	7 (1st sem.) 6 (2nd sem.)	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attached dissenting statement to form; initiate grievance.

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* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
BOISE, IDAHO (IV)	Annually	Every 3 years or with new principal	Principal and supervisor each evaluate	6	2A	Shown copy of form.	Request conference with evaluator's superior.
CHICAGO, ILL. (I)	Twice a year	Annually	Principal	P=5 C=2	1A (See col.7)	Receives copy of form; post-evaluation conference held with unsatisfactory teachers.	Request conference with evaluator's superior.
DECATUR, ILL. (IV)	Annually	Every 4 years	Principal	3	a/	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form.
ELGIN, ILL. (IV)	Twice a year	Not evaluated	Principal and/or asst. principal	3	2A	Signs and receives copy of form.	Signify dissent on form; initiate grievance.
PEORIA, ILL. (III)	Twice a year	Not evaluated	Principal and supervisor jointly	3	1A (See col.7)	Signs and receives copy of form; post-evaluation conference held if needed.	Request conference with evaluator's superior; initiate grievance.
ROCKFORD, ILL. (III)	Twice a year	Every 3 years	Principal (and department head jointly in secondary)	5	2A	Shown copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance.
SPRINGFIELD, ILL. (IV)	Annually	Annually	Principal	5	2A	May be shown copy of form or may examine in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form.
ANDERSON, IND. (IV)	b/	b/	b/	b/	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; signify dissent on form; initiate grievance; appeal to board.
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION, IND. (Evansville) (III)	Annually	Not evaluated	Principal, asst. principal, supervisor, department head each evaluate	5	2A	Receives copy of form or is shown copy; may examine copy in personnel file.	Request conference with evaluator's superior.
FORT WAYNE, IND. (III)	Twice in 1st year; once in 2nd, 3rd and 5th years	Only when requested by principal (self-evaluation)	Principal or department head	5	2A	Signs and receives copy of form; may examine copy in personnel file.	Initiate grievance.
INDIANAPOLIS, IND. (I)	In 1st, 3rd, and 5th years	At discretion of principal or request of teacher	Principal	7	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
SOUTH BEND, IND. (III)	Twice a year	Annually	Principal	5	2A	Shown copy of form which he signs.	No reply
VIGO COUNTY, IND. (Terre Haute) (IV)	Twice a year	Annually	Principal	5	3A	Shown copy of form which he signs.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
CEDAR RAPIDS, IOWA (IV)	Twice a year	When needed	Principal	6	2A	Receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
DAVENPORT, IOWA (IV)	Annually	Every 3 years	Principal	5	2A	Shown copy of form.	Request conference with evaluator's superior.

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* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
SIOUX CITY, IOWA (IV)	Annually	Annually	Principal	5	1A	Shown copy of form or may examine in personnel file. Signature is optional.	Request conference with evaluator's superior or rating by third party.
WATERLOO, IOWA (IV)	Annually	Every 3 years	Principal	5	3A	May ask to see copy of form or examine in personnel file.	Request review by superintendent or rating by third party; signify dissent on form; initiate grievance.
SHAWNEE MISSION, KANS.--High School District (IV)	Annually	Every 5 years and when transferred	Principal, asst. principal, department head jointly	8	1B	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
TOPEKA, KANS. (IV)	Twice a year	Annually	Principal and/or asst. principal	5	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; initiate grievance.
WICHITA, KANS. (II)	Annually	Every 5 years	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
FAYETTE COUNTY, KY. (Lexington) (III)	Once in 1st and 4th years	When new to school or at discretion of principal	Principal	5	5A	Signs and receives copy of form.	Request conference with evaluator's superior, personnel services, or superintendent; attach dissenting statement to form.
JEFFERSON COUNTY, KY. (Louisville) (II)	Annually	At discretion of principal	Principal	8	2B	Shown copy of form which he signs.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form.
LOUISVILLE, KY., city schools (II)	1st and 4th years in system	8th and 12th years in system, when new to or released from a school	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form provided for this purpose.
BOSSIER PARISH, LA. (Benton) (IV)	3 times a year	Annually	Principal and supervisor jointly	1	2A	None other than post-evaluation conference with principal and supervisor.	Request conference with evaluator's superior.
CADDO PARISH, LA. (Shreveport) (II)	Twice a year by principal; anually by supervisor	Not evaluated	Principal and supervisor each evaluate (See col. 2)	5	1A (See col.7)	None, unless post-evaluation conference is requested.	None.
CALCASIEU PARISH, LA. (Lake Charles) (III)	Twice a year	Annually	Principal and supervisor each evaluate	6	2A	Shown copy of form which he signs.	Signify dissent on form.
EAST BATON ROUGE PARISH, LA. (Baton Rouge) (II)	Twice a year	Annually	Principal and asst. principal jointly; separate evaluation by supervisor	5	2A	May request copy of form.	Request conference with evaluator's superior.
JEFFERSON PARISH, LA. (Gretna) (II)	Twice a year	Not evaluated	Principal	5	2A	Signs and receives copy of form	May complete self-evaluation on form and add comments.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
LAFAYETTE PARISH, LA. (Lafayette) (IV)	Annually	Not evaluated	Principal, asst. principal, supervisor jointly	5	3A	May examine copy of form in personnel file.	Request conference with evaluator's superior.
NEW ORLEANS, LA. (I)	Twice a year	When specifically directed	Principal	6 (See p. 35)	2A or 4A	Signs and receives copy of form.	Attach dissenting statement to form; request conference with asst. superintendent and director of personnel.
OUACHITA PARISH, LA. (Monroe) (IV)	Annually	No regular schedule	Principal and supervisor jointly	6	3A	Shown copy of form; may examine copy in personnel file.	Request conference with evaluator's superior.
TANGIPAHOA PARISH, LA. (Amite) (IV)	Annually	No regular schedule	Principal and supervisor jointly	5	2A	May request copy of form; notified if unsatisfactory.	Request conference with principal, supervisor, and superintendent.
ANNE ARUNDEL COUNTY, MD. (Annapolis) (II)							
Elementary teachers	Twice in 1st year; once in 2nd year	Annually	Principal and supervisor, jointly unless cannot agree	6	2A	Receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
Secondary teachers	Twice a year	Not evaluated	Principal	1	2A	Signs and receives copy of form.	Same as elementary above.
BALTIMORE, MD., city schools (I)	Twice a year	Annually	Principal and supervisor each evaluate	P=7 C=2	1A (See col.7)	None, unless unsatisfactory; then teacher must sign form at post-evaluation conference.	Request conference with evaluator's superior; initiate grievance.
BALTIMORE COUNTY, MD. (Towson) (I)	3 times a year	Annually	Principal; also supervisor when work is unsatisfactory	6	2A	Signs and receives copy of form; may examine in personnel file.	Request conference with evaluator's superior; signify dissent on form.
HARFORD COUNTY, MD. (Bel Air) (IV)	Annually	Every 5 years	Principal and supervisor jointly	4 (See p. 26-28)	c/	Signs and receives copy of report.	Not applicable.
MONTGOMERY COUNTY, MD. (Rockville) (I)	Annually	Every 3 years	Principal and asst. principal jointly or separately	6 (See p. 36)	4A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; appeal through ombudsman.
PRINCE GEORGE'S COUNTY, MD. (Upper Marlboro) (I)	Twice a year	Annually	Principal	6	2A or 4A	Signs and receives copy of form.	Attach dissenting statement to form; appeal to assistant superintendent for hearing.
BOSTON, MASS. (II)	3 times a year	Every 2 years	Principal or directors	2	2A	Receives copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance.
NEWTON, MASS. (IV)	Annually	Not evaluated	Principal, asst. principal, supervisor, department head each evaluate	6	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
SPRINGFIELD, MASS. (III)	Annually	Not evaluated	Principal	7 and 3	2A	Shown copy of form which he signs.	Signify dissent on form; initiate grievance.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
BIRMINGHAM, MICH. (IV)	Twice a year	Every 3 years	Principal and department head jointly; subject area coordinator separately upon request	P=8d/ C=5	P=2B C=3A	Signs and receives copy of form	Attach dissenting statement to form.
DEARBORN, MICH. (IV)	3 times a year	Not evaluated	Principal and asst. principal jointly	4	2A	Signs and receives copy of form.	Attach dissenting statement to form.
DETROIT, MICH. (I)	End of 1st and 3rd semesters each year	Not evaluated	Principal	6	2A	Receives copy of form; may examine copy in personnel file.	Attach dissenting statement to form.
FLINT, MICH. (III)	Annually	Not evaluated	Principal	6 and 3	2A	Shown copy of form which he signs; may also request copy or examine in personnel file.	Initiate grievance.
GRAND RAPIDS, MICH. (III)	Annually	Every 3 years	Principal, asst. principal, supervisor jointly	5	4A	Shown copy of form which he signs; may examine copy in personnel file.	Attach dissenting statement to form.
KALAMAZOO, MICH. (IV)	Twice a year	At discretion of principal	Principal	7	2A	Shown copy of form which he signs; may request copy or examine in personnel file.	Request conference with personnel administrator or evaluator's superior; request rating by third party; attach dissenting statement to form.
LANSING, MICH. (III)	5 times in 2 years	e/	Principal, asst. principal, supervisor, department head jointly	P=6 C=3	3A	Receives copy of form; may examine form in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
PONTIAC, MICH. (IV)	Annually	Policies being developed	Principal	5	2A	Shown copy of form which he signs; may request copy or examine in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form; appeal to assistant superintendent, superintendent, and board; initiate grievance.
ROYAL OAK, MICH. (IV)	3 or 4 times a year	Every 3 years	Principal or asst. principal	6	2A	Receives copy of form.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form.
SAGINAW, MICH. (IV)	Twice a year	Annually	f/	P=3 C=4	2A	Receives copy of form.	Request conference with evaluator's superior; initiate grievance.
WARREN, MICH. (IV)	Twice a year	Annually	Principal or asst. principal	3	2A	Receives copy of form; may examine copy in personnel file.	Request rating by third party; attach dissenting statement to form; initiate grievance.
WATERFORD TOWNSHIP, MICH. (Pontiac) (IV)	3 times a year	Annually	g/	P=8 (See p. 43 and 44) C=2	P=2B C=2A	Probationer signs and receives copy of form; tenure teachers are informed in a conference.	Request conference with evaluator's superior; attach dissenting statement to form.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
WAYNE, MICH. (IV)	Twice a year	Not evaluated	Principal, asst. principal, or supervisor	5	2A	Shown copy of form which he signs; may request copy or examine in personnel file.	Attach dissenting statement to form.
MINNEAPOLIS, MINN. (II)	Annually	Not evaluated	Principal and asst. principal jointly	3 (See p. 31, 32)	2A	Shown copy of form which he signs.	Signify dissent on form.
ST. PAUL, MINN. (III)	Annually	Not evaluated	Principal	6	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
JACKSON, MISS. (III)	No probation	Twice a year	Principal	5	3A	Shown copy of form.	Request conference with evaluator's superior; attach dissenting statement to form or file with review board; initiate grievance.
FERGUSON-FLORISSANT SCHOOL DISTRICT, MO. (Ferguson) (IV)	No probation	Annually	Principal or asst. principal	5 and 6[h]	5A	Shown copy of Form 5 (not applicable for Form 6)	Request conference with evaluator's superior.
KANSAS CITY, MO. (II)	Annually	Every 3 years	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
ST. LOUIS, MO. (I)	Annually	Annually	Principal or supervisor	5	2A	Shown copy of form which he signs; may request copy.	Request conference with evaluator's superior or superintendent; attach dissenting statement to form.
GREAT FALLS, MONT. (IV)	3 times in 1st year; twice in 2nd year; once in 3rd year	No regular schedule	Principal, asst. principal, supervisor each evaluate	5	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; initiate grievance.
LINCOLN, NEBR. (III)	Twice in 1st year; annually for 2 years	Every 3 years	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
CLARK COUNTY, NEV. (Las Vegas) (II)	Twice a year	Annually	Principal	4 (See p. 33)	2A	Signs and receives copy of form.	Request conference with evaluator's superior; initiate grievance.
WASHOE COUNTY, NEV. (Reno) (III)	Annually	Every 4 years unless transferred	Principal	5	2A	Shown copy of form which he signs; may examine copy in personnel file.	Attach dissenting statement to form; initiate grievance.
CAMDEN, N. J. (IV)	4 times a year	Annually	Principal, asst. principal, supervisor each evaluate	5	2A	Receives copy of form.	Request conference with evaluator's superior.
PATERSON, N. J. (III)	Twice a year	Only if unsatisfactory	Principal, asst. principal, supervisor, department head, or asst. supt.	7	2A	May examine copy of form in personnel file.	Request conference with evaluator's superior; request rating by third party.
WOODBRIDGE TOWNSHIP, N. J. (Woodbridge) (IV)	Once a month	Annually	Principal, asst. principal, department head each evaluate	5	2A	Shown copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
ALBUQUERQUE, N. MEX. (II)	Twice a year	Not evaluated[i]	Principal or asst. principal	6	2A	Shown copy of form which he signs; may also request copy.	Signify dissent on form; initiate grievance.
BUFFALO, N. Y. (II)	Twice a year	At discretion of principal	Principal and supervisor each evaluate	1	2A	Shown copy of form; may examine copy in personnel file.	Request conference with associate superintendent for instructional services and/or superintendent; attach dissenting statement to form.
KENMORE, N. Y. (IV)	Twice a year	Not evaluated	Principal	6	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance.
NEW YORK, N. Y. (I)	Annually	Annually	Principal, supervisor, and department chairman jointly	P=5 C=2	2A	Receives copy of form; probationary teacher also signs form.	Request conference with evaluator's superior; attach dissenting statement to form; file statement with review board; initiate grievance.
ROCHESTER, N. Y. (III)	Twice a year	Once in permanent status	Principal and supervisor each evaluate	P=1 C=2	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior.
SYRACUSE, N. Y. (III)	Annually	Annually	Principal and supervisor jointly	[j]	[j]	Signs and receives copy of form.	Attach dissenting statement to form.
YONKERS, N. Y. (III)	Twice a year	Annually	Principal; grade level coordinator also evaluates nontenure teachers	[k]	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form.
GASTON COUNTY, N. C. (Gastonia) (IV)	Annually	Annually	Principal	1	1A (See col.7)	Not at all, unless unsatisfactory; then post-evaluation conference is held.	Request conference with evaluator's superior or rating by third party; initiate grievance.
GUILFORD COUNTY, N. C. (Greensboro) (IV)	Twice in 1st year; once each in 2nd and 3rd years	Every 3 years	Principal	5	[l]	Signs and receives copy of form; may examine copy in personnel file.	Signify dissent on evaluation form; file dissenting statement with review board.
JOHNSTON COUNTY, N. C. (Smithfield) (IV)	No probation	Twice a year	Principal and supervisor each evaluate	1	1A (See col.7)	Not at all, unless unsatisfactory; then post-evaluation conference is held.	Request conference with evaluator's superior.
RALEIGH, N. C., city schools (IV)	No probation	Annually	Principal, asst. principal, supervisor jointly	1	2A	None, other than post-evaluation conference.	None.
WINSTON-SALEM/FORSYTH COUNTY, N. C. (Winston Salem) (III)	Twice a year	Upon transfer or termination of employment	Principal	1	5A	Shown copy of form which he signs.	Request conference with evaluator's superior; initiate grievance.
AKRON, OHIO (II)	Annually	Annually	Principal	P=6 C=4	P=5A C=2A	Signs and receives copy of form; may examine copy in personnel file.	Attach dissenting statement to form; space provided for dissenting statement on probationary form.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
CANTON, OHIO (IV)	In 1st and 3rd years	Every 5 years, or when requested	Principal	9 (See p. 45-51)	2B	Signs and receives copy of form.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form.
CINCINNATI, OHIO (II)	Once in 1st and 3rd year	Every 4 years	Principal; if unsatisfactory or marginal, supervisor also evaluates	9	2B	Signs and receives copy of form.	Signify dissent or appeal to evaluator's superior; request personnel office to arrange conference between appropriate personnel.
CLEVELAND, OHIO (I)	Annually	Annually	Principal and supervisor each evaluate	7	2A	Shown copy of form which he signs.	Attach dissenting statement to form; initiate grievance.
COLUMBUS, OHIO (I)	Annually	Upon request of teacher	Principal and asst. principal jointly	P=2 and 1 (See p. 30) C=1	3A	Signs and receives copy of form; principal's copy destroyed after conference for evaluations requested by tenure teachers.	Request conference with evaluator's superior; attach dissenting statement to form.
LORAIN, OHIO (IV)	Twice a year	Annually	Principal, supervisor each evaluate	3	3A	Shown copy of form which he signs.	Request conference with evaluator's superior.
SPRINGFIELD, OHIO (IV)	Twice a year	Annually	Principal	5	5A	Shown copy of form which he signs; may request copy.	Signify dissent on form.
TOLEDO, OHIO (II)	Twice a year	Not evaluated	Principal	1	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form.
YOUNGSTOWN, OHIO (III)	Annually	Every 4 years	Principal	7 (See p. 39-42)	3A	Shown copy of form which he signs.	Request conference with evaluator's superior; attach dissenting statement to form.
OKLAHOMA CITY, OKLA. (II)	Annually	Every 5 years	Principal	5	3A	Signs and receives copy of form.	File dissenting statement with review board.
TULSA, OKLA. (II)	At least annually	At least annually	Principal	1	2A	Signs and receives copy of form.	Request conference with evaluator's superior.
EUGENE, OREG. (IV)	Annually	Every 3 years	Principal	3	2A	Shown copy of form which he signs.	File dissenting statement with superintendent-clerk; initiate grievance.
PORTLAND, OREG. (II)	2 or 3 times a year	Every 5 years	Principal	4	2A	Signs and receives copy of report.	Request conference with evaluator's superior; initiate grievance.
BETHLEHEM, PA. (IV)	Twice a year	Twice a year	Principal, asst. principal, or supervisor	5	2A	If unsatisfactory, receives copy of form automatically. If satisfactory, shown copy and may request copy.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
ERIE, PA. (IV)	6 times a year	Twice a year	Principal, supervisor jointly	m/	2A	Receives copy of form; may examine copy in personnel file.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form or file with review board.
PHILADELPHIA, PA. (I)	Twice a year	Annually	District superintendent	m/	2A	Receives copy of form.	Attach dissenting statement to form; initiate grievance.
PITTSBURGH, PA. (II)	Twice a year	Annually	Principal and supervisor each evaluate	m/	1A (See col.7)	Receives copy of form; if unsatisfactory, post-evaluation conference is held.	Request conference with evaluator's superior or personnel administrator.
SCRANTON, PA. (IV)	Twice a year	Not reported	Principal, asst. principal, supervisor jointly	m/	3A	None, other than post-evaluation conference.	Request conference with evaluator's superior; may request school board hearing if evaluation suggests dismissal.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
PROVIDENCE, R. I. (III)	Annually	No regular schedule	Principal, asst. principal, supervisor, department head jointly	1	2A	May examine copy of form in personnel file.	Initiate grievance.
WARWICK, R. I. (IV)	4 times a year	4 times a year	Principal, supervisor, department head jointly	5	2A	Receives copy of form.	Attach dissenting statement to form; initiate grievance.
COLUMBIA, S. C. (III)	Twice a year	Only if unsatisfactory	Principal	6	1A (See col.7)	Most principals have post-evaluation conference with teacher to discuss evaluation, but this is not mandatory.	None, unless contract is not renewed, in which case he may initiate formal grievance.
CHATTANOOGA, TENN., city schools (III)	Twice a year	Not evaluated	Principal	5	2A	Shown copy of form which he signs.	Request conference with superintendent or evaluator's superior.
HAMILTON COUNTY, TENN. (Chattanooga) (III)	Quarterly	Annually	Principal, asst. principal, department head jointly	5	2A	Shown copy of form which he signs.	Request conference with evaluator's superior.
KNOX COUNTY, TENN. (Knoxville) (IV)	Annually	When requested	Principal	7	3A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior, superintendent, and board of education; signify dissent on form.
KNOXVILLE, TENN., city schools (III)	Annually	As needed; also upon termination of employment and after 65 years of age	Principal and supervisor jointly	1	4A	May request copy of form or examine in personnel file.	Request conference with evaluator's superior; initiate grievance.
MEMPHIS, TENN., city schools (I)	Annually	Every 3 years	Principal	1	1A (See col.7)	May ask to see copy of rating and may request post-evaluation conference. If unsatisfactory, conference with principal is mandatory; teacher signs form.	Request conference with evaluator's superior; file dissenting statement with director of personnel; initiate grievance; appeal through professional organization.
METROPOLITAN SCHOOL SYSTEM, NASHVILLE, TENN. (II)	Twice a year	Every 3 years	Principal	6	4A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form.
SHELBY COUNTY, TENN. (Memphis) (III)	Annually	Annually	Principal and asst. principal jointly	7	1A (See col.7)	None unless unsatisfactory; post-evaluation conference optional.	None.
ABILENE, TEXAS (IV)	Annually	Annually	Principal	5	2A	Shown copy of form.	None.
AUSTIN, TEXAS (III)	Annually	Every 3 years	Principal, asst. principal, department head jointly	5	4A	Receives copy of form.	Request conference with evaluator's superior; appeal to superintendent and personnel director.
CORPUS CHRISTI, TEXAS (III)	Annually	Every 3 years	Principal	5	1A (See col.7)	May examine copy of form in personnel file; unsatisfactory teachers shown copy in post-evaluation conference.	Request conference with evaluator's superior; initiate grievance.
DALLAS, TEXAS (I)	No probation	Annually	Principal	7	2A	Discussed at post-evaluation conference.	Request conference with evaluator's superior.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
EDGEWOOD SCHOOL DISTRICT, TEXAS (San Antonio) (IV)	No probation	Twice a year	Principal and supervisor each evaluate	Elementary = 6 Secondary = 5	1A	Although teachers are not apprised of their written evaluations, supervisors constantly confer with teachers.	None.
EL PASO, TEXAS (II)	Twice a year	Only when unsatisfactory	Principal	6	2A	Receives copy of form	Request conference with evaluator's superior; initiate grievance.
FORT WORTH, TEXAS (II)	Annually	Annually	Principal	5	2A	Shown copy of form which he signs.	Signify dissent on form.
HOUSTON, TEXAS (I)	3 times in 2 years	Upon transfer, termination, when requested, when new principal assigned	Principal and asst. principal each evaluate	P=3 and 5 C=5	1A (See col.7)	May examine copy of form in personnel file. If unsatisfactory, post-evaluation conference is mandatory.	Request conference with evaluator's superior; initiate grievance; confer with personnel representative.
NORTH EAST SCHOOL DISTRICT, TEXAS (San Antonio) (IV)	Annually	Annually	Principal	5	2A	Shown copy of form.	Request conference with evaluator's superior.
PASADENA, TEXAS (III)	Annually	Every 3 years	Principal	5	2A	Receives copy of form.	Request conference with evaluator's superior.
SAN ANTONIO, TEXAS (II)	Annually	Annually	Principal and supervisor jointly	7	2A	Shown copy of form which he signs.	Attach dissenting statement to form; file dissenting statement with review board; initiate grievance; appeal to deputy superintendent, associate superintendent, superintendent and board.
SPRING BRANCH SCHOOL DISTRICT, TEXAS (Houston) (III)	Annually	Every 2 years	Principal and asst. principal jointly	7	2A	Shown copy of form which he signs.	None.
TYLER, TEXAS (IV)	Annually	Annually	Principal	7	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; schedule conference with superintendent, directors of instruction, and director of personnel.
WICHITA FALLS, TEXAS (IV)	Twice a year	Annually	Principal and supervisor each evaluate	7	1A	Not at all, unless unsatisfactory.	File dissenting statement with review board.
ALPINE SCHOOL DISTRICT, UTAH (American Fork) (IV)	Annually	If performance is questioned	Principal and supervisor jointly	5	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form.
DAVIS COUNTY, UTAH (Farmington) (III)	Annually	Annually	Principal	5	5A	Principal and teacher discuss self-evaluation in conference.	Request conference with evaluator's superior.
GRANITE SCHOOL DISTRICT, UTAH (Salt Lake City) (II)	Annually	Every 2 years	Principal	6	2A	Shown copy of form which he signs; may request a copy; may examine copy in personnel file.	Attach dissenting statement to form; initiate grievance.
OGDEN, UTAH, city schools (IV)	No probation	Annually	Principal	1st 3 years -- 6; thereafter -- 2		Shown copy of form which he signs.	Request conference with evaluator's superior or rating by third party; initiate grievance.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
SALT LAKE CITY, UTAH (III)	Annually	Only if unsatisfactory	Principal	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior.
ALEXANDRIA, VA. (IV)	Twice a year	Annually	Principal	3	2A	Shown copy of form which he signs.	Request conference with deputy superintendent.
ARLINGTON COUNTY, VA. (Arlington) (III)	Annually	Annually	Principal, asst. principal, supervisor jointly	5	2A	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; file dissenting statement with review board.
CHESAPEAKE, VA. (III)	No probation	Annually	Principal, supervisor, department head each evaluate	1	2A	May examine copy of form in personnel file.	Request conference with evaluator's superior.
CHESTERFIELD COUNTY, VA. (Chesterfield) (III)	Twice a year	Every 5 years	Principal and asst. principal jointly	6	2A	None, other than post-evaluation conference.	Request conference with evaluator's superior, personnel department, assistant superintendent, superintendent, and board.
FAIRFAX COUNTY, VA. (Fairfax) (I)	Annually	Every 2 years	Principal	5	2A	Signs and receives copy of form.	Attach dissenting statement to form; initiate grievance.
HENRICO COUNTY, VA. (Richmond) (III)	Annually	Annually	Principal	5	2A	Shown copy of form which he signs.	Request conference with evaluator's superior; attach dissenting statement to form.
NEWPORT NEWS, VA. (III)	No probation	Annually	Principal and asst. principal jointly	5	2A	Shown copy of form.	Request conference with evaluator's superior, director of personnel, asst. superintendent, superintendent, and board; attach dissenting statement to form.
NORFOLK, VA. (II)	Annually	Every 3 years	Principal, asst. principal, supervisor, department head jointly	9	2B	Shown copy of form which he signs.	Request conference with assistant superintendent, superintendent, and board of education.
RICHMOND, VA., city schools (III)	Annually	Annually	Principal, asst. principal, supervisor each evaluate	6	2A	Shown copy of form; may request a copy.	Request conference with evaluator's superior; appeal to superintendent and board.
VIRGINIA BEACH, VA. (III)	No probation	Annually	Principal	1	3A	Shown copy of form upon request; may examine copy in personnel file.	Request conference with evaluator's superior.
BELLEVUE, WASH. (IV)	No probation	Every 3 years	Varies	3	1B	Signs and receives copy of form.	Request conference with evaluator's superior; signify dissent on form; initiate grievance.
EDMONDS SCHOOL DISTRICT, WASH. (Lynnwood) (III)	Annually	Annually	Principal	2 and 4	2A	Shown copy of form; may examine copy in personnel file.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
HIGHLINE SCHOOL DISTRICT, WASH. (Seattle) (III)	Once, at end of 1st year	Transfer teachers at end of 1st year; others as needed	Principal	6	2A	None, other than post-evaluation conference.	None.

* To read columns 5 and 6, see keys on fold-out page.

TEACHER EVALUATION PROCEDURES (Continued)

School system	Frequency		Evaluator(s)	Form*	Procedure*	Procedure used to report evaluation to teacher	Appeal procedures open to teacher
	Probationary	Continuing					
1	2	3	4	5	6	7	8
SEATTLE, WASH. (II)	No probation	Annually for 1st two years; as needed thereafter	Principal	n/	5A[n/]	Signs and receives copy of form.	Request conference with appropriate assistant superintendent; initiate grievance.
SHORELINE SCHOOL DISTRICT, WASH. (Seattle) (IV)	Twice a year	Annually	Principal	P=3 (1st sem.) P=5 (2nd sem.) C=5	2A	Probationers sign and receive copy of first semester evaluation; all teachers receive copy of second semester evaluation but do not sign it.	Request conference with evaluator's superior; initiate grievance.
SPOKANE, WASH. (III)	No probation	Twice in 1st year; once in 2nd and 3rd years; as needed thereafter	Principal; in secondary schools, department head also participates	o/	5A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
TACOMA, WASH. (III)	Annually	Every 3 years	Principal	3	2A	Signs and receives copy of form.	Request conference with evaluator's superior; attach dissenting statement to form; initiate grievance.
CABELL COUNTY, W. VA. (Huntington) (IV)	Annually	Annually	Principal	P=3 and 1 C=1	4A	Discussed in evaluation conference.	None, unless permanent teacher is not reassigned; then appeal may be made to superintendent, board, and state superintendent.
KANAWHA COUNTY, W. VA. (Charleston) (II)	Annually	Every 3 years	Principal	5	3A	Shown copy of form which he signs.	Request conference with evaluator's superior; attach dissenting statement to form.
WOOD COUNTY, W. VA. (Parkersburg) (IV)	Twice a year	Annually	Principal	6	3A	Signs and receives copy of form; may examine copy in personnel file.	Request conference with evaluator's superior or rating by third party; attach dissenting statement to form or file with review board; initiate grievance.
KENOSHA, WIS. (IV)	Annually	Not evaluated	Principal; department heads also evaluate secondary teachers	6	2A	Shown copy of form.	File dissenting statement to be placed in personnel file.
MILWAUKEE, WIS. (I)	Twice a year	Every 3 years	Principal	4	2A	Shown copy of form which he signs; may examine copy in personnel file.	Request conference with evaluator's superior; initiate grievance; signify dissent on form; file dissenting statement with personnel department.
RACINE, WIS. (III)	No probation	Annually for 1st 3 years	Principal	6	2A	Shown copy of form.	Request conference with evaluator's superior or director of personnel.

* To read columns 5 and 6, see keys on fold-out page.

FOOTNOTES

a/ *Decatur, Ill.:* The principal and teacher each prepare and exchange separate evaluation forms (in triplicate) at least 48 hours prior to the evaluation conference. During the conference the principal and teacher go over both evaluations and indicate any differences of opinion under "comments" in each section of the form. Both sign all six copies of the evaluation. The elementary supervisor (elementary teachers) or the assistant superintendent (secondary teachers) may add supplemental comments to all copies of the evaluation forms. When this is done, all copies are returned to the principal and teacher for consideration. The final evaluations are distributed to the principal, teacher, and superintendent's office.

(Continued)

FOOTNOTES (Continued)

b/ *Anderson, Ind.:* Evaluations, which comprise a report of classroom observations and post-observation conference topics, are conducted on the following schedule annually:

	Elementary	Secondary
Beginning teachers	Two by principal Two by assistant superintendent	One each by: area supervisor principal or assistant head of department assistant superintendent
Teachers one to five years in system	One by principal One by assistant superintendent	One by area supervisor Two by head of department
Tenure teachers	One by principal	One by area supervisor One by head of department

Evaluation forms consist of space to record narrative comments on classroom observation and on post-observation conference topics, as well as any additional comments by teacher or observer.

c/ *Harford County, Md.:* Each teacher is evaluated in an hour-long conference with his supervisor and principal. The teacher is encouraged to prepare himself for the conference by evaluating himself on the basis of six general criteria outlined in an evaluation statement developed by a committee of the local teachers association. Following the conference, a brief summary is prepared, using the evaluation statement as a guide. It is stressed that this evaluation is not a "rating." (Evaluation statement reproduced on pages 26 through 28.)

d/ *Birmingham, Mich.:* The evaluation form for probationary teachers is in two parts--"Evaluation of Teacher Effectiveness" and "Job Target Evaluation." The evaluation form for job targets is usually not sent to the central office, but remains with the evaluatee's supervisor for future reference.

e/ *Lansing, Mich.:* All permanent teachers are evaluated every four years through the 8th year. Teachers on the B.A. and B.A.+ salary schedules are then evaluated in the 17th year. Teachers on the M.A., M.A.+, and Ph.D. schedules are evaluated in the 16th, 19th, 22nd, and 25th years. The evaluation of permanent teachers is part of the professional growth program and occurs at professional growth steps in the salary schedule.

f/ *Saginaw, Mich.:* Each school has a Building Tenure Committee composed of three to five tenure teachers. A committee member, preferably in the same department as the probationer, is assigned to evaluate the probationer at least twice a year during his two-year probationary period. The evaluating member submits his report to the committee, after which the committee meets with the probationer to discuss the evaluation. The committee as a whole must then submit a report to the building principal on each probationer. Each probationary teacher is assigned a "tenure coach" by the building principal. The tenure coach is a tenure teacher (not a member of the Building Tenure Committee) who is responsible for orienting the new teacher and assisting him to adjust to the various aspects of his new position. The tenure coach may observe the probationer in the classroom and the probationary teacher may observe his coach. The tenure coach must submit a report to the Tenure Committee indicating the assistance he has given the probationer. The building principal evaluates each probationer twice a year, and also evaluates each tenure teacher once a year.

g/ *Waterford Township, Mich.:* Same as Saginaw, Michigan (footnote f/), except that the tenure coach and principal each evaluate the probationer three times a year and confer with each other before holding post-evaluation conference with the probationer. A report of the evaluation conference is submitted to the Building Evaluation Committee. Copies of the completed evaluation form are distributed to the principal, teacher, tenure coach, appropriate assistant superintendent, associate superintendent for personnel. Tenure teachers are evaluated only by the principal.

h/ *Ferguson-Florissant School District, Mo.:* Each teacher receives a form (Type 6) on which he evaluates himself, using a three-point scale (above average, average, below average) on 50 subfactors arranged under nine general headings. Space is also provided for him to add comments under each of the general headings. This self-evaluation is discussed with the principal, who records his evaluation on a summary form providing for rating on each of the 50 subfactors plus overall comment (Type 5). The principal uses a five-point scale (adding exceptional and inadequate to the three used by the teacher). The teacher's self-rating on each subfactor is also recorded on the summary form, which is filed in the superintendent's office. The teacher's self-evaluation form is filed in the principal's office.

i/ *Albuquerque, N. Mex.:* There will be initiated for the year 1969-70 the right of a principal to recommend to the superintendent that a tenure teacher be placed under formal supervision if his instruction deteriorates.

j/ *Syracuse, N. Y.:* The principal, supervisor, and teacher in conference discuss items of mutual concern from guidelines which each have examined prior to the conference. Prior to the conference, the teacher also completes the portion of the evaluation form which presents his certification status and plans. (The evaluation form is reproduced on pages 55 through 58). Following the conference, the teacher is asked to write up on the form his understanding of what has been said in the conference, emphasizing both strengths and weaknesses. The evaluation form is then turned over to the principal, who makes his own comments and endorsement of the teacher's report, prepares three copies of the report, turns these over to the supervisor, who adds his comments and endorsement and sends the three copies to the assistant superintendent for personnel. The assistant superintendent reviews the report, and if no major items of conflict are evident, one copy is returned to the principal and one to the teacher. If there is a serious disagreement on the report, the assistant superintendent schedules a follow-up conference with the parties involved.

k/ *Yonkers, N. Y.:* The form used by elementary principals to evaluate nontenure teachers is type #6; the form used by secondary principals and grade level coordinators to evaluate nontenure teachers is type #3. All tenure teachers are evaluated by their principals on form type #6.

l/ *Guilford County, N. C.:* The form provides a separate sheet for the teacher's self-evaluation, which is optional. The self-evaluation is compared with the principal's evaluation in a conference. Should a significant discrepancy occur between the two evaluations, a composite rating is agreed upon and placed in a box in a column headed "Post-conference summary." Both forms are submitted to the central office. Should the teacher elect not to exercise his right of self-evaluation, his signature is required on the principal's evaluation.

(Continued)

FOOTNOTES (Continued)

m/ The Pennsylvania school districts listed below use a state evaluation form, which provides for satisfactory or unsatisfactory ratings on 27 factors in four areas and an overall satisfactory or unsatisfactory rating. An anecdotal statement on letter-size paper is also prepared for teachers with an overall rating of unsatisfactory.

Erie	*Pittsburgh*
Philadelphia	*Scranton*

n/ *Seattle, Wash.:* Evaluation of teaching performance is conducted in three phases, corresponding to the three categories of the teaching process, as follows: (See form on page 53.)

1. Conference regarding Preparation precedes classroom observation(s).
2. Observation(s) are conducted to evaluate Action.
3. Post-observation conference(s) are held to discuss Evaluation.

During the post-observation conference(s), priorities for improvement are determined in each of the three phases of the teaching process, and are ranked as high, moderate, or low. The form reproduced on page 54 is used both by the teacher for self-evaluation and by the principal for the formal appraisal.

o/ *Spokane, Wash.:* Form type #5 is used in first semester evaluation of first-year teachers. Form type #3 is used in the second semester evaluation of first-year teachers. For all other evaluations form type #5 is used.

This study was designed and
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Educational Research Service

(See page 15 for evaluation procedure)

TEACHER EVALUATION

At the request of the Board of Education of Harford County, the Harford County Teachers' Association prepared the following statement as a basis for teacher evaluation.

The Characteristics of the Competent Teacher in Harford County

A Statement
of the
Harford County Teachers' Association
Bel Air, Maryland

I. Personal Traits

The competent teacher:

possesses adequate physical vitality.
is punctual.
is regular in attendance.
is well groomed.
maintains appropriate emotional control.
has a sense of humor - laughs with people.
is trustworthy and conscientious.
fulfills responsibilities without constant supervision.
makes practical, common sense judgments.
uses tact.
can act in original situations without directions.
is cooperative and a good team worker.
is receptive to constructive criticism and suggestion.
is self-confident.
is reasonable in self-evaluation.
is able to meet people on a courteous level of mutual self-respect.

II. Executive Traits

The competent teacher:

completes necessary paper work promptly and accurately.
arranges to have materials at hand when they are needed.
evaluates materials and keeps only applicable material.
organizes classroom routines so children share responsibility.
creates an atmosphere that promotes learning and discourages anti-social behavior.
recognizes each child as an individual and provides for individual differences within the framework of the school program.
assumes the responsibility for disciplinary measures unless unusual factors are involved.
makes his authority understood and accepted in a gracious manner.
transmits enthusiasm for his subject.

checks assignments efficiently.
maintains a neat, clean classroom, conducive to learning.
is willing to use professional resource people within the school system.
is in firm control of his classroom at all times.

III. Teaching Power

The competent teacher:

selects and organizes material with
  definitions of aim.
  compatibility with the course of study.
  adaptation to pupil needs, interests, and capacities.
has intelligently prepared unit and daily lesson plans.
is aware of the importance of motivation.
uses pupil experience to enrich and give meaning to content.
uses a variety of techniques to reach desirable goals.
works to have pupils accept appropriate individual and common goals.
develops a readiness for learning.
uses pupil responses to aid his teaching.
accepts his responsibility to improve attitudes, work habits, and skills.
uses grammatically correct, precise English.
has good vocalization.
evaluates work regularly and reteaches when that is needed.
shows imagination in adapting materials for classroom use.
displays materials that stimulate children's desire to learn.
can present ideas in a clear and convincing manner.

IV. Professional Responsibility

The competent teacher:

develops a relationship with students which is warm and inspiring and yet professional.
demonstrates a high standard of ethics, in accord with the HCTA Ethics for Educators.
is proud to be a teacher and lets this pride show.
supports professional organizations, regarding this as a privilege to be able to participate in activities which advance the profession.
takes personal responsibility for individual professional growth.
contributes to the advancement of education by working effectively on committees, by assuming individual responsibility for improvements for schools, by having a knowledge of legislation enacted and pending relating to education.
secures support in attracting those who should and holding those who do enter the profession.
has a professional manner as shown by reasonable dignity and appropriate personal conduct.
understands and follows county and school policies and procedures.
is loyal to co-workers, principals, and other school personnel.
respects group decisions.

respects and is discreet in using professional information.
can explain an educational point of view clearly and convincingly.
maintains a spirit of mutual respect in teacher-pupil, teacher-teacher, principal-teacher, and parent-teacher relationships.
uses thoughtful observation, inquiry, and study to learn as much as possible about the community.

V. Scholarship

The competent teacher:

is a master of his chosen field of specialization.
maintains a continuing spirit of learning and understanding.
knows the psychology of learning and is aware of new trends in this field.
surveys recent educational periodicals and reads information pertinent to his work.

VI. Community Relations

The competent teacher:

is informed about local problems.
participates as a citizen in local government.
understands the strengths and the problems of the school community.
realizes that the adequate support of free public schools in the community is based upon a general understanding of and respect for the educational program.
speaks and acts in all contacts in the community to support the general understanding of and respect for the educational program.

(See page 12 for evaluation procedure)

Form 524—Rev. 1968

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
ADVISORY RATING SHEET

For Teachers, Counselors, School Psychologists, Attendance Officers, Census Supervisors, Child Labor Inspectors, Pupil Personnel Technicians, and School Social Workers

Name ____________________ Date ____________________

School or Department ____________________ Position ____________________

Each employee will be given an advisory rating each semester during his probationary period according to the following scale. Indicate the quality of performance by placing a check in the appropriate space.

Quality of Service

		Maximum		Reasonable		Unacceptable
		I	II	III	IV	V
1-2-3-7-8	Knowledge of subject matter					
1-2-3	Ability to communicate with pupils					
1-2-3	Knowledge and skillful use of materials and techniques in subject field					
1-2-3-4	Knowledge of and rapport with pupils and control of classroom					
	Willingness to innovate new ideas and techniques					
1	Efficient use of instruction time					
1-2	Evidence of method for evaluating pupils and meeting their needs					
1	Ability to adjust to situations (Teaching levels and readiness levels of pupils)					
1-2-3-4-7-8	Evidence of lesson planning and preparation					
	Effectiveness in organizing work					
1-2-3-4-7-8	Knowledge of school procedure and policies					
1-2-3-4	Attendance and regularity at post of duty including being available both during the school day and after pupils are dismissed for the day for conferences concerning pupils, and/or professional matters					
1-2	Performance in building responsibility					
1-2-3-4-7-8	Care of health of pupils					
1-2-3-4-7-8	Initiative, resourcefulness, and industry					
1-2-3-4-7-8	Promptness and accuracy in records and reports					
1-2-3-4-7-8	Care of school property					
1-2-7-8	Participation in extra-curriculum activities					
	Cooperativeness—working with and for others					
	Courtesy, tact, self-control and poise					
	Relations with parents					
2-3-4	Relations with community agencies					
2-6	Relations with employers of pupils					
4-5-6	Ability to meet unusual or difficult situations					
5	Effectiveness in instructing, training and developing subordinates					
6	Skill in interviewing employers and minors and in conducting adequate inspections of business establishments					
	Quality of speech					

NOTES: All unnumbered items will be considered in rating everyone in addition to the specific items applicable to each class of employee as indicated by number: 1-teachers; 2-counselors; 3-school psychologists; 4-attendance officers; 5-census supervisors; 6-child labor inspectors; 7-pupil personnel technicians (workers); 8-school social workers.
The term teachers includes all teachers, librarians, instructors, assistant and associate professors, and professors.
Rating officers will use the Guide to Interpretation of Service Elements given on the regular rating sheet, Form 12.

General Rating: **Satisfactory** ____________ **Conditional** ____________ **Unsatisfactory** ____________

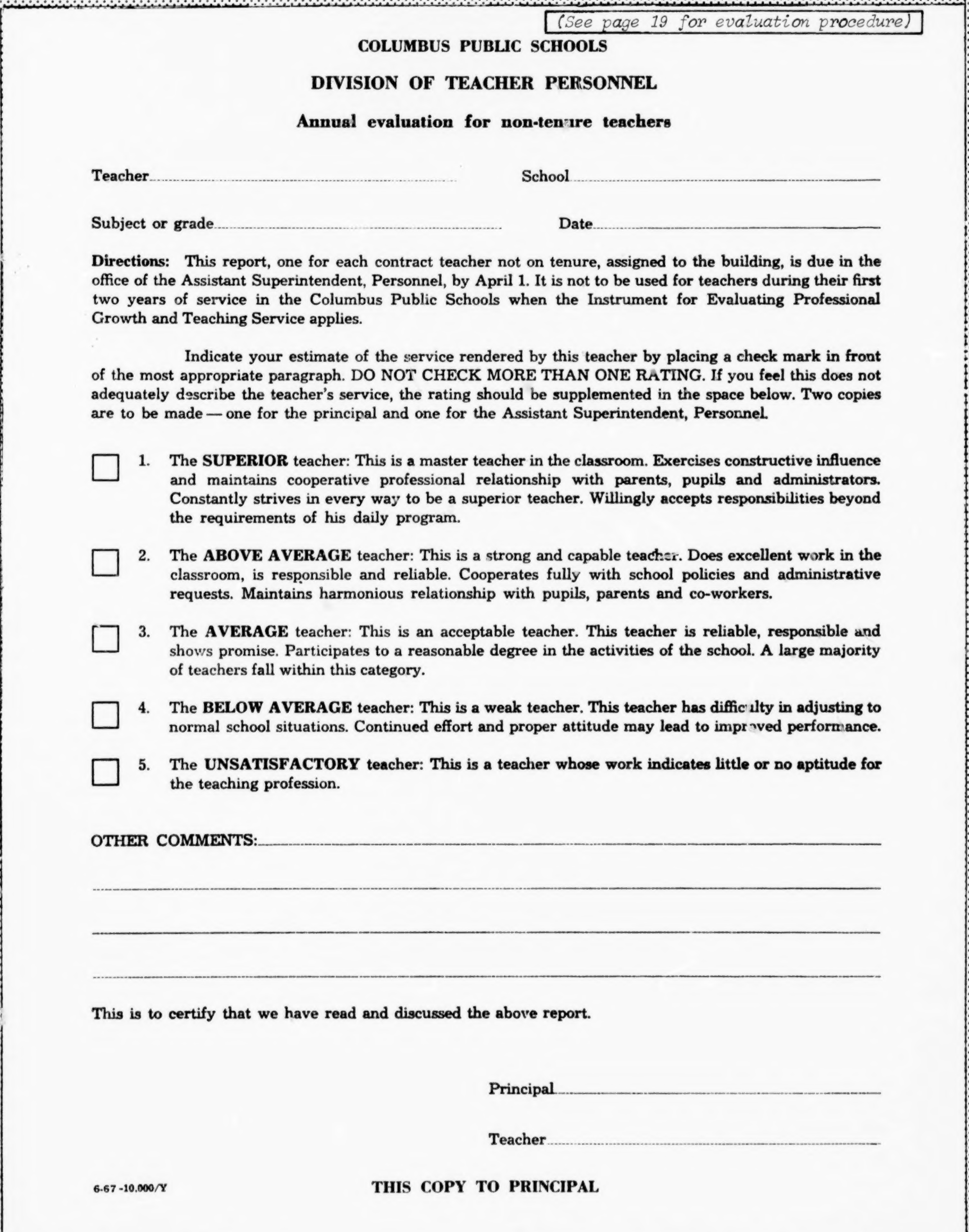
Employee's Signature ____________________ **Date** ____________

Rated by ____________________ **Position** ____________________ **Date** ____________

Reviewed by ____________________ **Position** ____________________ **Date** ____________

LC.7

TYPE 2



(See page 19 for evaluation procedure)

COLUMBUS PUBLIC SCHOOLS

DIVISION OF TEACHER PERSONNEL

Annual evaluation for non-tenure teachers

Teacher ____________________ School ____________________

Subject or grade ____________________ Date ____________________

Directions: This report, one for each contract teacher not on tenure, assigned to the building, is due in the office of the Assistant Superintendent, Personnel, by April 1. It is not to be used for teachers during their first two years of service in the Columbus Public Schools when the Instrument for Evaluating Professional Growth and Teaching Service applies.

Indicate your estimate of the service rendered by this teacher by placing a check mark in front of the most appropriate paragraph. DO NOT CHECK MORE THAN ONE RATING. If you feel this does not adequately describe the teacher's service, the rating should be supplemented in the space below. Two copies are to be made — one for the principal and one for the Assistant Superintendent, Personnel.

☐ 1. The **SUPERIOR** teacher: This is a master teacher in the classroom. Exercises constructive influence and maintains cooperative professional relationship with parents, pupils and administrators. Constantly strives in every way to be a superior teacher. Willingly accepts responsibilities beyond the requirements of his daily program.

☐ 2. The **ABOVE AVERAGE** teacher: This is a strong and capable teacher. Does excellent work in the classroom, is responsible and reliable. Cooperates fully with school policies and administrative requests. Maintains harmonious relationship with pupils, parents and co-workers.

☐ 3. The **AVERAGE** teacher: This is an acceptable teacher. This teacher is reliable, responsible and shows promise. Participates to a reasonable degree in the activities of the school. A large majority of teachers fall within this category.

☐ 4. The **BELOW AVERAGE** teacher: This is a weak teacher. This teacher has difficulty in adjusting to normal school situations. Continued effort and proper attitude may lead to improved performance.

☐ 5. The **UNSATISFACTORY** teacher: This is a teacher whose work indicates little or no aptitude for the teaching profession.

OTHER COMMENTS: ____________________

____

____

____

This is to certify that we have read and discussed the above report.

Principal ____________________

Teacher ____________________

6-67-10,000/Y

THIS COPY TO PRINCIPAL

(See page 17 for evaluation procedure)

MINNEAPOLIS PUBLIC SCHOOLS
Department of Personnel

STATEMENT CONCERNING WORK OF TEACHER AND RECOMMENDATION FOR RE-EMPLOYMENT

Name	Grade or Subject	
School	Year	Date of Appointment

Directions to the Principal:

The statement submitted by the principal with whom the teacher works should include some mention of the teacher's potentiality for success, the promise of necessary growth and development in each of the following areas:

- using and understanding of good instructional practices
- consistency in developing classroom control
- understanding of children through conferences with parents, counselors, nurse, visiting teacher, and principal
- general attitude toward the job through the acceptance of guidance and suggestions

This form should be completed in triplicate. One copy should be sent to the Department of Personnel on or before February 15. One copy should be given to the teacher and one copy retained in the school files.

- working relationship with colleagues and parents

- willingness to share responsibilities in the total school program

The re-employment of this teacher is approved____ disapproved____.

Date____________________ Signed______________________________
Principal

Teacher's Comments:

Date____________________ Signed______________________________
Teacher

Teacher's signature indicates that he/she has seen the above statement.

The re-employment of this teacher is approved____ disapproved____.

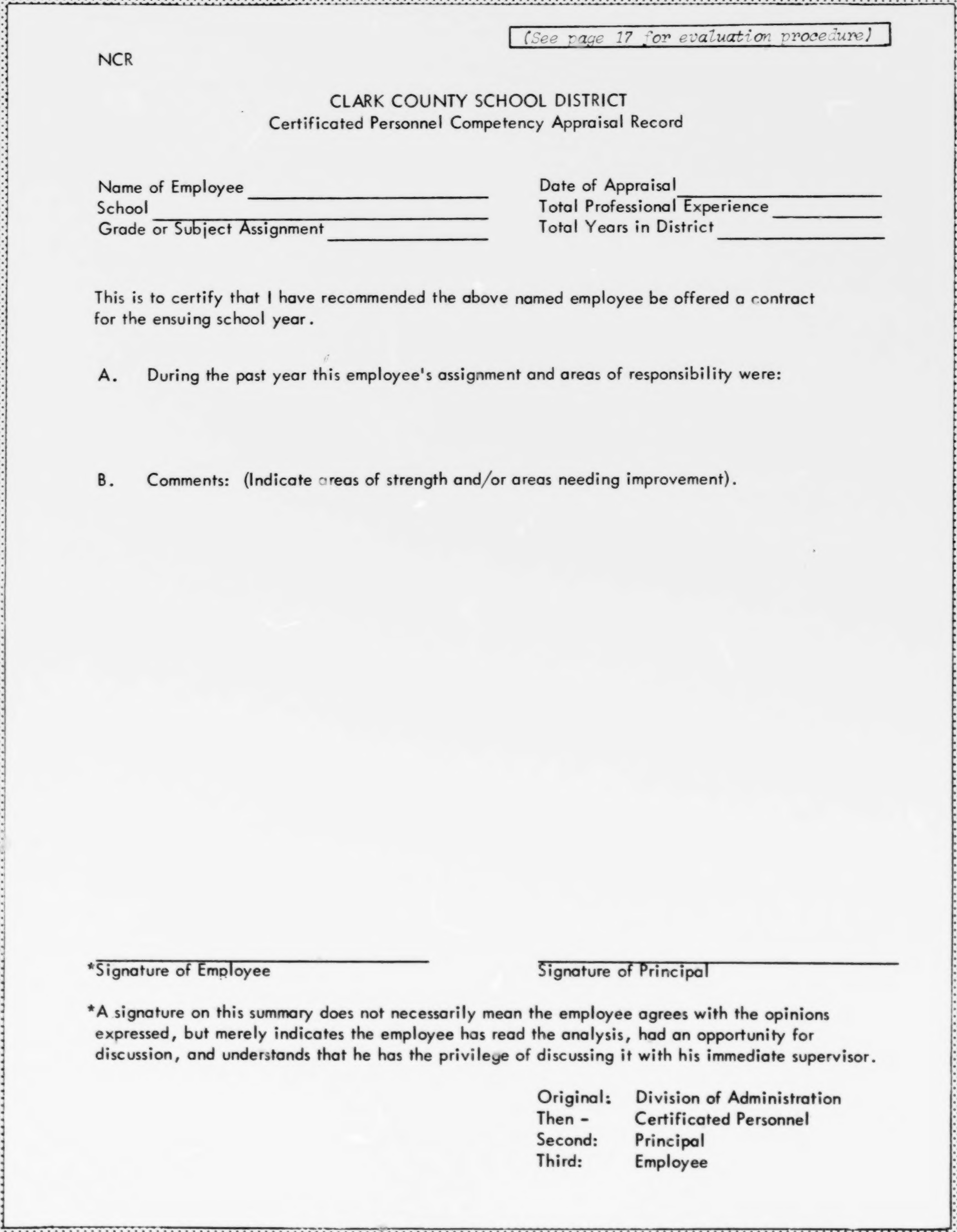
Date____________________ Signed______________________________
Assistant Superintendent

The re-employment of this teacher is approved____ disapproved____.

Date____________________ Signed______________________________
Superintendent

STATEMENT CONCERNING WORK OF TEACHER AND
RECOMMENDATION FOR RE-EMPLOYMENT
031 (5M 8-68) Vocational School Print Shop

MINNEAPOLIS PUBLIC SCHOOLS



(See page 17 for evaluation procedure)

NCR

CLARK COUNTY SCHOOL DISTRICT
Certificated Personnel Competency Appraisal Record

Name of Employee ______________________
School ______________________
Grade or Subject Assignment ______________________

Date of Appraisal ______________________
Total Professional Experience ______________________
Total Years in District ______________________

This is to certify that I have recommended the above named employee be offered a contract for the ensuing school year.

A. During the past year this employee's assignment and areas of responsibility were:

B. Comments: (Indicate areas of strength and/or areas needing improvement).

____
*Signature of Employee

____
Signature of Principal

*A signature on this summary does not necessarily mean the employee agrees with the opinions expressed, but merely indicates the employee has read the analysis, had an opportunity for discussion, and understands that he has the privilege of discussing it with his immediate supervisor.

Original:	Division of Administration
Then -	Certificated Personnel
Second:	Principal
Third:	Employee

(See page 11 for evaluation procedure)

VENTURA UNIFIED SCHOOL DISTRICT

PROBATIONARY CERTIFICATED EMPLOYEE REPORT

NAME	SCHOOL	GRADE OR SUBJECT AREA	CLASSIFICATION – (CIRCLE ONE)
			Provisional 1 2 3

A. INSTRUCTIONAL SKILL

	SATIS-FACTORY	NEEDS IMPROVEMENT	UNSATIS-FACTORY
1. Classroom Control			
2. Planning and Organization			
3. Methods and Techniques			
4. Room Environment			
5. Other: ____________			

B. PROFESSIONAL SKILLS

	SATIS-FACTORY	NEEDS IMPROVEMENT	UNSATIS-FACTORY
1. Use of Professional Services			
2. Acceptance and Support of Suggestions			
3. Application of Training and Knowledge			
4. Acceptance of Assignments in a Professional Manner			
5. Other ____________			

C. PERSONAL QUALIFICATIONS

	SATIS-FACTORY	NEEDS IMPROVEMENT	UNSATIS-FACTORY
1. Grooming			
2. Professional Attitude			
3. Dependability			
4. Health, Vigor and Enthusiasm			
5. Voice			
6. Other: ____________			

D. RELATIONSHIP WITH OTHERS

	SATIS-FACTORY	NEEDS IMPROVEMENT	UNSATIS-FACTORY
1. Teacher – Pupil Relationship			
2. Teacher – Staff Relationship			
3. Teacher – Parent Relationship			
4. Other: ____________			

E. COMMENTS

F. RECOMMENDATIONS

________ This employee's work is in need of improvement. I have discussed the weakness with him and he understands that he is being given further opportunity to bring about the necessary improvement.

________ This employee's work is satisfactory and it is recommended that he be retained. (Applicable to Spring evaluation)

________ This employee's work is not satisfactory and it is recommended that he not be retained. (Applicable to Spring evaluation)

THE BASIS OF THIS REPORT HAS BEEN EXPLAINED TO ME		
DATE	SIGNATURE OF EMPLOYEE	SIGNATURE OF ADMINISTRATOR

CENTRAL OFFICE COPY

(See page 15 for evaluation procedure)

PROBATIONARY TEACHER PROGRESS REPORT

INSTRUCTIONS:

READ PURPOSE OF REPORT ON REVERSE SIDE
ON THE RIGHT OPPOSITE EACH QUALITY ARE TWO COLUMNS

NEW ORLEANS PUBLIC SCHOOLS

COLUMN ONE MAY BE FILLED IN BY THE TEACHER ON A SELF APPRAISAL
COLUMN TWO IS TO BE FILLED IN BY PRINCIPAL USING THESE MARKINGS
THE FOLLOWING MARKINGS ARE TO BE USED (E) EXCELLENT (G) GOOD (S) SATISFACTORY (U) UNSATISFACTORY

Has the purpose and content of this reporting form been explained to this teacher within one month of his assignment to your school? YES NO

NAME OF TEACHER	SCHOOL OR DEPT. CODE	GRADE OR SUBJECT TAUGHT	REG. OR TEMP.	DATE OF APPOINTMENT	EMPLOYEE NO.

I. PERSONAL QUALITIES	1	2	COMMENTS
1. Appropriateness of dress & grooming Teacher's Comment:			Principal's Comment:
2. Speech and modulation of voice Teacher's Comment:			Principal's Comment:
3. Maturity and calmness in his reactions Teacher's Comment:			Principal's Comment:
II. TEACHING PERFORMANCE			
4. Demonstrates teaching skills needed for present assignment Teacher's Comment:			Principal's Comment:
5. Plans lessons carefully & makes use of available instructional materials Teacher's Comment:			Principal's Comment:
6. Directs interesting, varied, and stimulating classes Teacher's Comment:			Principal's Comment:
III. CLASSROOM MANAGEMENT			
7. Maintains an attractive and healthful classroom Teacher's Comment:			Principal's Comment:
8. Maintains the type of discipline conducive to learning Teacher's Comment:			Principal's Comment:
9. Handles behavior problems personally when possible Teacher's Comment:			Principal's Comment:
IV. PROFESSIONAL QUALITIES			
10. Knowledge of subject matter for this assignment Teacher's Comment:			Principal's Comment:
11. Cooperates with school administrators and co-workers Teacher's Comment:			Principal's Comment:
12. Acceptance of professional criticism Teacher's Comment:			Principal's Comment:
13. Works cooperatively with parents Teacher's Comment:			Principal's Comment:
14. Carries a reasonable share of out-of-class responsibilities Teacher's Comment:			Principal's Comment:

REGULAR DUTY	OUT-OF-CLASS DUTY
TIMES ABSENT ________ TIMES TARDY ________	TIMES ABSENT ________ TIMES TARDY ________

If evaluated as excessive, explain in "COMMENT" space below.

COMMENT: ________ NO. OF TIMES OBSERVED THIS PERIOD ________

Principal's STATEMENT: My summary of this teacher's performance is: ☐ EXCELLENT ☐ GOOD ☐ SATISFACTORY ☐ UNSATISFACTORY

If the report is unsatisfactory, I have taken the following steps to provide necessary help to the teacher concerned and make the following additional recommendations in the matter: ________

________ Signature of Principal or Supervisor ________ DATE ________

TEACHER'S COMMENTS: I have received from my principal or my supervisor this date a copy of this report and have indicated my comments next to each item.

ADDITIONAL COMMENTS: ________

________ Signature of Teacher ________ DATE ________

576111SB45 SPEEDIFLO Moore Business Forms, Inc. D New Orleans, La A

(See page 15 for evaluation procedure)

EVALUATION OF TEACHER SERVICES

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MARYLAND

NAME			DATE
PRESENT ASSIGNMENT	SCHOOL/OFFICE		SUBJECT/GRADE
SOCIAL SECURITY NUMBER	GRADE	STEP	DEGREE
CERT. TYPE	CLASS	DATE ISSUED	EXPIRATION DATE

TYPE OF EVALUATION

☐ FIRST YEAR IN COUNTY ☐ TENURE

☐ FIRST YEAR ON STANDARD PROFESSIONAL CERTIFICATE

☐ AFTER TENURE ☐ OTHER ____________

☐ PROVISIONAL CERTIFICATE

FACTORS IN TEACHING TO BE USED IN QUALITATIVE EVALUATION

I SCHOLARSHIP this area includes; Command of English, Knowledge of Subject Matter; Preparation; Evidence of Professional Growth; Knowledge and use of educational theory, psychology, and research.

A. EVALUATION: ☐ SATISFACTORY ☐ UNSATISFACTORY

B. COMMENTS:

1. STRENGTHS:

2. PLANS FOR CONTINUED IMPROVEMENT:

II. TEACHING POWER this area includes; Resourcefulness; Selection, organization and command of subject matter; Motivation, Observable skills of teaching, Proper use of language.

A. EVALUATION: ☐ SATISFACTORY ☐ UNSATISFACTORY

B. COMMENTS:

1. STRENGTHS:

2. PLANS FOR CONTINUED IMPROVEMENT:

III EXECUTIVE ABILITY this area includes; Classroom management; Skill in planning; Acceptance of responsibility; Ability to make decisions; Ability to interpret educational program; Proficiency in performance and observance of routine matters.

A. EVALUATION: ☐ SATISFACTORY ☐ UNSATISFACTORY

B. COMMENTS:

1. STRENGTHS:

2. PLANS FOR CONTINUED IMPROVEMENT:

IV. PROFESSIONAL RESPONSIBILITY this area includes; Involvement in professional growth activities; Observance of school policies and procedures, Respect for group decisions, and the professional contributions of fellow employees.

A. EVALUATION: ☐ SATISFACTORY ☐ UNSATISFACTORY

B. COMMENTS:

1. STRENGTHS;

2. PLANS FOR CONTINUED IMPROVEMENT:

V PERSONALITY this area includes; Appearance; Voice; Tact; Initiative; Character; Cooperation; Leadership, Sense of humor; Emotional Stability; Open-mindedness.

A. EVALUATION: ☐ SATISFACTORY ☐ UNSATISFACTORY

B. COMMENTS:

1. STRENGTHS

2. PLANS FOR CONTINUED IMPROVEMENT:

RECOMMENDATIONS

☐ RECOMMENDED FOR CONTINUED EMPLOYMENT.
☐ RECOMMENDED FOR DISMISSAL.
☐ RECOMMENDED FOR SECOND CLASS CERTIFICATE.

SIGNATURES

Evaluator(s)____________ Date:________
____________ Date:________
____________ Date:________

* Person Evaluated:____________ Date:________

* The employee by signing this evaluation does not necessarily have to agree with the contents and may attach his own comments to this form.

GENERAL COMMENTS

COMMENTS OF PERSON BEING EVALUATED

Received in Department of Professional Personnel ____________ Date ________

FORM 425-1 REV. AUG. 67

(See page 9 for evaluation procedure)

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

TEACHER RATING CONFERENCE REPORT

Name of Teacher____Date______________________

School_______________________________________Grade or Subjects_____________________________________

Dates of Service in this school_______________________________to______________________________
(MONTH, YEAR) (MONTH, YEAR)

(Please indicate rating with X)

Probationary Status P-______________

These ratings are made with a cross section of all teachers as a basis for comparison.

		Superior	Strong	Good	Fair	Weak	Unable to Rate
1.	ATTITUDE TOWARD YOUNG PEOPLE — Likes young people; accepts them as they are as a basis for teaching and guidance.						
2.	SKILL AS AN INSTRUCTOR — Is able to convey information to and create a desire to learn on the part of the students.						
3.	JUDGMENT AND TACT — Tries to understand all sides of a question; makes reliable decisions; exercises good judgment in discussing school problems.						
4.	EMOTIONAL STABILITY — Adjusts to new situations; is controlled and effective under pressures; has mature understanding of his own and others' problems.						
5.	ABILITY TO CONTROL CLASS — Shows ability to control class through use of positive control techniques.						
6.	DAILY PREPARATION — Plans ahead; prepared to meet any situation.						
7.	USE OF CURRICULAR GUIDES AND MATERIALS — Makes use of and adheres to district curricular guides; stays within course subject framework; uses variety of materials.						
8.	KNOWLEDGE OF SUBJECT FIELD — Demonstrates adequate knowledge of the subject fields he teaches.						
9.	ACCURACY — Keeps and makes careful, correct records and reports; is accurate in interpreting announcements contained in bulletins and instructions; follows procedures.						
10.	PROMPTNESS — Meets obligations on time; for example, reports, attendance at meetings, yard duty, reporting to work, etc.						
11.	VOICE AND SPEECH — Expresses ideas clearly; has clear, correct and pleasing speech.						
12.	PHYSICAL HEALTH — Has the physical health necessary to meet responsibilities required by the job, including reasonable extracurricular assignments as well as a normal teaching load.						
13.	PERSONAL APPEARANCE — Is well groomed and appropriately dressed for his work.						
14.	PARENT RELATIONS — Is receptive to and effective in parent conferences; makes effort to attend organized school parent meetings.						
15.	STAFF RELATIONS — Works well with other staff members; contributes to improving school standards.						
16.	PROFESSIONAL STANDARDS — Adheres to ethical practices.						
17.	OTHER PERTINENT FACTORS.						

________________Initial

WHITE — DISTRICT OFFICE BLUE — PRINCIPAL'S OFFICE ORANGE — TEACHER'S COPY

Teacher Rating Conference Report - Page 2

Qualities or techniques which are commendable are:

Qualities or techniques in which improvement should be made are:

Is there any doubt in your mind about the future success of this teacher if made permanent?
If there is a doubt, what do you question?

Do you believe this teacher would be better adapted to some other grade or subject than that which he is now teaching?
If so, what do you suggest?

Number of Classroom Observations and Conferences for the period covered by this report:

Number of Observations ______ Dates of Observations ______

Number of Conferences ______ Dates of Conferences ______

This will certify that I have rated the teacher named above, and have discussed with him the results of this evaluation. I have given him a general rating of:

Superior______; Strong______; Good______; Fair______; Weak______

Check One: ☐ At the present time, **I would** recommend re-election.

☐ At the present time, **I would hesitate** to recommend re-election for the following reasons:

☐ At the present time. **I would not** recommend re-election for the following reasons:

SIGNATURE OF PRINCIPAL

I have discussed my work as a teacher with the principal of my school and understand the implications of this report.

SIGNATURE OF TEACHER

Date______

WHITE — DISTRICT OFFICE BLUE — PRINCIPAL'S OFFICE ORANGE — TEACHER'S COPY

TYPE 7

(See page 19 for evaluation procedure)

THE PUBLIC SCHOOLS
YOUNGSTOWN, OHIO

CERTIFICATED EMPLOYEE PERFORMANCE REPORT

TEACHER ________________________ School ________________________

Grade ________________ Subject ________________ Date ____________

PURPOSES OF APPRAISAL

1. To improve instruction.
2. To determine the areas of the teaching process in which supervisory help may improve the teaching performance.
3. To evaluate the teacher in the present assignment.
4. To serve as a record of those teachers not under tenure and also as an evaluation of teachers under tenure as prescribed by the Board of Education.

Teacher is completing ______________ year in the Youngstown Schools.

PART I. TEACHING PERFORMANCE

A Summary of Classroom Observation Records.

To be completed by the principal and discussed in conference with the teacher.
Yes or No answers are not sufficient. Please be descriptive.

1. Are the pupils intent upon what the teacher is saying or teaching?

2. Are the pupils actively participating in the class work?

3. Are samples, illustrations, displays, board work and other audio-visual aids used effectively?

4. Is the teacher enthusiastic about what he is teaching?

5. Is the lesson kept to a central purpose?

6. Is the advance assignment well planned and presented definitely?

7. Does the teacher work well with class room groups?

8. Does the teacher provide for individual differences?

9. Does the teacher control the class and have the respect of the pupils?

10. Does the teacher use a positive approach in handling discipline? (Avoids sarcasm, belittling, nagging. . . . . .)

11. Additional comments:

(CONTINUED) ____________________

PART II. REFLECTIONS

(To be answered by the teacher)

1. Which phase/s of my teaching program do I consider strongest?

2. Which phase/s of my teaching do I believe need strengthening?

3. What aspect of my teaching have I tried to improve since my last evaluation?

   To what degree have I succeeded?

4. What have I done to improve myself professionally this year? (Travel, study, reading, conferences, professional meetings......)

5. Am I familiar with and do I follow the code of ethics as established by the N.E.A.?

6. Am I familiar with the adopted policies of the Youngstown Public Schools and the policies of my own school, and have I done my best to abide by those provisions for which I am responsible?

7. What qualifications do I have which are not being utilized in my present assignment?

8. Are the administrative and supervisory services of the school system satisfactory? Please explain

9. Is the supply of educational materials adequate? Please explain.

10. In what way may this total report, parts I, II, III, be misleading?

Signature of Teacher

Date------------------------------------

PART III. PERSONAL QUALITIES

To be completed by the principal and discussed in conference with the teacher.

CHECK THE APPROPRIATE SQUARE

	L	C	R
1. Grooming	Is careless about personal grooming ☐	Is usually appropriately groomed ☐	Consistently meets all the essen of good grooming
2. Health a. Physical	Lacks sufficient energy to do classroom work ☐	Is usually healthy and able to carry on teaching responsibilities ☐	Has abundant energy for work requirements
b. Mental	Has adjustment problems ☐	Is usually well adjusted ☐	Is a happy and well adjusted pe
3. Voice	Is poor in quality, flexibility, pitch and intensity ☐	Is average but not outstanding in quality, flexibility, pitch and intensity ☐	Is pleasant in quality, flexible i and variable in pitch and intensity
4. English a. Word Fluency	Is inadequate ☐	Is satisfactory ☐	Is outstanding
b. Usage	Is frequently incorrect ☐	Is usually correct ☐	Is correct
5. Dependability	Is often undependable ☐	Is usually dependable ☐	Is always dependable
6. Adaptability	Resists making needed changes ☐	Is fairly successful in making changes ☐	Anticipates and recognizes wh changes are needed and makes these changes
7. Inter-personal relation a. with co-workers	Frequently is the center of conflict or dissension ☐	Gets along with the staff ☐	Fits well into the school staff ar is liked and respected
b. with parents	Is often negative in relation with parents ☐	Is usually respected by parents ☐	Is respected as a good teacher b parents

PART IV. SUMMARY

1. This teacher's performance indicates that the following degree of success has been achieved:

Inadequate___________Marginal___________Satisfactory__________Strong__________Outstanding__________

2. Recommendations:

   a. Should remain in present position______________________________

   b. Should have a change of assignments______________________________

   c. Should request a leave of absence______________________________

   d. Services should be terminated______________________________

3. Comments:

Signature ______________________________

Title ______________________________

Date ______________________________

(See page 16 for evaluation procedure)

WATERFORD TOWNSHIP SCHOOL DISTRICT
Pontiac, Michigan

SUMMARY OF TEACHER-PRINCIPAL CONFERENCE

BY TEACHER:

I. Areas where teacher believes he/she has attained improved progress and success during the year.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

PREPARED JOINTLY BY TEACHER AND ADMINISTRATOR:

II. Areas in which teacher and principal will work together for improvement during the year.

A. ______________________________

1. How?

2. When?

B. ______________________________

1. How?

2. When?

C. ______________________________

1. How?

2. When?

D. ______________________________

1. How?

2. When?

BY ADMINISTRATOR:

III. Evaluator's Summary:

BY TEACHER:

IV. Evaluatee's Summary:

Signatures:

Evaluator ______________________________

Evaluatee ______________________________ Date ________________

(Signatures confirm only that each party has participated in evaluation. It does not affirm that all parts of the report are agreeable to both or to either party.)

(See page 19 for evaluation procedure)

Canton Public Schools

TEACHER APPRAISAL FORM

Teacher .... School .... School Year 19 .... 19 ....

Grade or Subject .... Yrs. of Teaching .... Yrs. in this School........

USE A CHECK MARK (✓) to indicate rating. The location of the check mark will have a significance.

THE TEACHER AS A DIRECTOR OF LEARNING

		Superior	Strong	Average	Fair	Poor	U.O.*
Academic Achievement:	Develops individual academic growth, critical thinking, and good work and study habits.	☐	☐	☐	☐	☐	☐
Attitudes of Learning:	Motivates best effort from child; relates pupil's learning to previous knowledge and experience.	☐	☐	☐	☐	☐	☐
Discipline:	Maintains good control; develops self-discipline, character, and respect for others.	☐	☐	☐	☐	☐	☐
Knowledge:	Has a complete knowledge of subject matter and course of study.	☐	☐	☐	☐	☐	☐
Understanding:	Has an understanding of child development and the psychology of learning; shows respect for the ability and worth of every child.	☐	☐	☐	☐	☐	☐
Planning:	Always well-prepared for class through daily and long-term planning; uses teacher-pupil planning; provides for individual differences; is adaptable to change.	☐	☐	☐	☐	☐	☐
Techniques:	Uses varied methods; integrates subject matter; uses positive approach; explains assignments thoroughly; makes homework meaningful; stands frequently while addressing class.	☐	☐	☐	☐	☐	☐
Attitude Toward Pupil:	Exercises patience; demonstrates interest, understanding, tolerance, fairness; is willing to give extra time to students.	☐	☐	☐	☐	☐	☐
Attitude Toward Teaching:	Is enthusiastic in teaching; seeks self-improvement; is friendly to co-workers.	☐	☐	☐	☐	☐	☐
Attitude Toward School and School System:	Follows school policies and procedures; willingly assumes extra duties; participates in in-service activities.	☐	☐	☐	☐	☐	☐
Attitude Toward Parents and Community:	Maintains good public relations; cooperates with parents of students; familiarizes laymen with education program and needs.	☐	☐	☐	☐	☐	☐

THE TEACHER'S PERSONAL QUALIFICATIONS

		Superior	Strong	Average	Fair	Poor	U.O.*
Character:	Observes proper standards of conduct inside and outside of school; demonstrates integrity and dependability; speaks and acts in a manner that is professional.	☐	☐	☐	☐	☐	☐
Appearance:	Is well-groomed and dresses appropriately; men—dress shirt and tie when in regular classroom.	☐	☐	☐	☐	☐	☐
Health:	Appears to be in good general health all the time; physically and mentally vigorous.	☐	☐	☐	☐	☐	☐
Speech:	Possesses a well-modulated voice; enunciates clearly.	☐	☐	☐	☐	☐	☐
English Usage:	Shows skill in the use of oral and written English; has a mastery of grammar and good usage.	☐	☐	☐	☐	☐	☐
Emotional Stability:	Is poised, self-controlled, mature; has sense of humor.	☐	☐	☐	☐	☐	☐
Adaptability:	Adjusts well to new ideas and situations; accepts suggestions and carries through.	☐	☐	☐	☐	☐	☐
Records:	Keeps accurate and neat records; submits reports and records punctually.	☐	☐	☐	☐	☐	☐
Attendance:	Never absent unless necessary; always on time.	☐	☐	☐	☐	☐	☐

*Unable to observe.

ADDITIONAL INFORMATION FROM TEACHER

I. List the activities in which you have engaged during the last three years which you think have contributed to your effectiveness in teaching. Include any you wish: Course Work, Private Study, Travel, Work on School Committees, In-Service Training, Community Activities, Extra-Curricular Activities, etc.

II. The purpose of this appraisal is to improve instruction: therefore, list suggestions for additional help which you believe would most likely improve the quality of your teaching.

III. List all professional educational organizations in which you hold membership

IV. GENERAL COMMENTS:

* * * * * * *

TO THE TEACHER: Do you wish to make an additional written statement on this report?

Yes ________ No ________

* * * * * * *

ADDITIONAL INFORMATION FROM PRINCIPAL

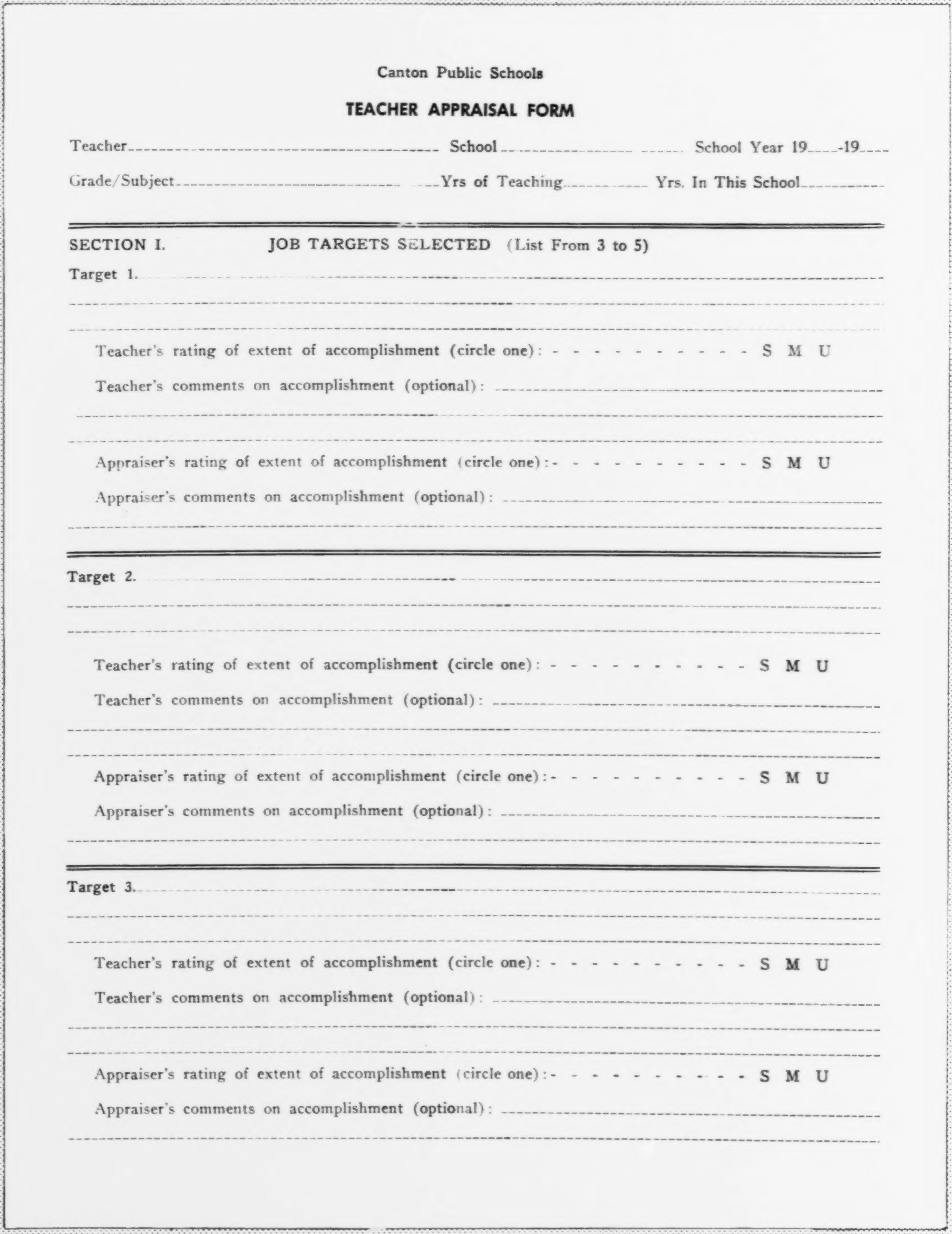
I. GENERAL ESTIMATE: (Check one of the following)
(1) Superior ____ (2) Strong ____ (3) Average ____ (4) Fair ____ (5) Poor ____

II. If the General Estimate is fair or poor or a low average, list your suggestions, recommendations and plans to help this teacher.

GENERAL COMMENTS:

Date ____________________ Teacher's Signature ____

Date ____________________ Principal's Signature ____



Canton Public Schools

TEACHER APPRAISAL FORM

Teacher ____________________ School ____________ School Year 19___-19___

Grade/Subject ____________________ Yrs of Teaching ________ Yrs. In This School ________

SECTION I. **JOB TARGETS SELECTED** (List From 3 to 5)

Target 1. ____

____

____

Teacher's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Teacher's comments on accomplishment (optional): ________________________

____

____

Appraiser's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Appraiser's comments on accomplishment (optional): ________________________

____

Target 2. ____

____

____

Teacher's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Teacher's comments on accomplishment (optional): ________________________

____

____

Appraiser's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Appraiser's comments on accomplishment (optional): ________________________

____

Target 3. ____

____

____

Teacher's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Teacher's comments on accomplishment (optional): ________________________

____

____

Appraiser's rating of extent of accomplishment (circle one): - - - - - - - - - - - - S M U

Appraiser's comments on accomplishment (optional): ________________________

____

Target 4.

Teacher's rating of extent of accomplishment (circle one): S M U

Teacher's comments on accomplishment (optional):

Appraiser's rating of extent of accomplishment (circle one): S M U

Appraiser's comments on accomplishment (optional):

Target 5.

Teacher's rating of extent of accomplishment (circle one): S M U

Teacher's comments on accomplishment (optional):

Appraiser's rating of extent of accomplishment (circle one): S M U

Appraiser's comments on accomplishment (optional):

SECTION II. For Teacher to List 3 to 5 Most Outstanding Strengths

1.
2.
3.
4.
5.

SECTION III. Teacher may use this space for reaction to appraiser's comments. If an interview is desired with the first assistant superintendent to discuss this appraisal, so indicate in this space.

Signatures: (Signature indicates completion of appraisal; not necessarily agreement.)

Teacher ____________ Date____________

Appraiser ____________ Date____________

Supervisor ____________ Date____________
(If applicable)

Canton Public Schools

Teacher Appraisal Form

APPRAISER'S REPORT TO THE FIRST ASSISTANT SUPERINTENDENT

Teacher ______________________ School ______________ Grade/Subject __________

SECTION IV.

1. Dates of Visitations/Contacts:

2. Summary of Help Given:

SECTION V. **Overall Performance Rating and Recommendations**

O=Outstanding S=Satisfactory M=Marginal U=Unsatisfactory

1. (use check mark — V)

	O	S	M	U
Teaching Techniques and Skills				
Professional Characteristics				
Personal Characteristics				
Parent-Community Relations				
Professional In-Service Growth				
OVERALL PERFORMANCE				

2. Recommendations relative to Need for further help — In-Service Education, Future Assignment, Employment, Etc.:

Signature of Teacher ______________________ Date ______________

Signature of Appraiser ______________________ Date ______________

CANTON PUBLIC SCHOOLS
Canton, Ohio

COOPERATIVE TEACHER PERFORMANCE APPRAISAL PROGRAM

PERFORMANCE AREAS

Staff members function within certain broad areas of responsibility. For appraisal purposes in this school system the following areas are used:

I. Teaching Techniques and Skills
II. Professional Characteristics
III. Personal Characteristics
IV. Parent-Community Relations
V. In-Service Growth

The targets listed under the five areas are given only as suggestions. The teacher and appraiser should select targets where the most improvement is needed. The number of targets selected will usually range from three to five, depending upon the scope of each target.

SUGGESTED JOB TARGETS

(It is desirable that the teacher study these targets prior to the conference at which targets are determined.)

I. TEACHING TECHNIQUES AND SKILLS

1. Improve knowledge and understanding of subject.
2. Use better judgment in selection and use of supplemental materials - A.V., library, supplemental books, current events, etc.
3. Improve planning and organizing - short and long-range goals.
4. Explain assignments more thoroughly; make homework more meaningful.
5. Develop better pupil study and work habits.
6. Provide for better motivation of pupils and more enthusiastic participation.
7. Improve skill in questioning and explaining.
8. Use more care in the evaluation of accomplishment - more effective testing.
9. Provide for more differentiation of instruction for different interests and abilities of pupils.
10. Develop a better understanding of child's capacities and environment.
11. Develop more respect for the ability and worth of every child; be more tolerant and fair.
12. Improve rapport with pupils - have better two-way understanding and respect.
13. Place more stress on the development of self-discipline; good citizenship, and respect for property and rights of others.
14. Be more willing to give students extra time; exercise patience.
15. Stand and move among pupils as much as possible while teaching.
16. Show more interest in pupils' activities and accomplishments.

II. PROFESSIONAL CHARACTERISTICS

1. Recognize and use at all times the proper channels of authority.
2. Refrain from gossip and repeating of uncomplimentary information regarding fellow teachers and the school system as a whole.
3. Understand and follow Board of Education policies, rules and regulations.
4. Apprise superiors of techniques, methods, and ways of improving the program of instruction for boys and girls.

III. PERSONAL CHARACTERISTICS

1. Improve appearance - dress, grooming, carriage.
2. Be more careful with personal health - physical, emotional, and mental; be more alert, and show more vitality.
3. Improve speech (tone quality and voice in general).
4. Use more discretion in behavior inside and outside school.
5. Improve recording of attendance, and be punctual to class and at other places.
6. Improve record-keeping.
7. Improve housekeeping.
8. Take a more active part in school life and school activities.
9. Accept and carry out administrative decisions in a more cooperative spirit.
10. Be more friendly, warm, courteous, and cooperative.

IV. PARENT-COMMUNITY RELATIONS

1. Use good judgment and tact at all times.
2. Be more courteous in making parent contacts.
3. Familiarize laymen with educational programs, goals, and needs.
4. Try to have a better understanding of the parents' concern and anxiety when there is a problem.
5. Try to build respect and confidence of parent in child and school.
6. Show more interest in parent organizations and activities.

V. IN-SERVICE GROWTH

1. Take additional training - either credit or non-credit college courses.
2. Be more active in professional work beyond mere membership.
3. Show more interest in serving on in-service education committees, school and system-wide, or participate more actively in in-service education meetings, workshops, and conferences.
4. Conduct research projects.
5. Consider creative writing for publication purposes.
6. Do more personal study - professional books and magazines.
7. Try work experience related to subjects taught; e.g., office work for commercial teachers.
8. Do more meaningful travel; e.g., Gettysburg for American History teachers.

EVALUATION CODE FOR TARGET RATINGS*

S ... Satisfactory (adequate, target accomplished)
M ... Marginal Achievement (borders on poor, fair - must improve)
U ... Unsatisfactory

* Additional code for appraiser for use in Overall Performance Rating (Section V - 1)
O ... Outstanding (superior, one of the best, maximum accomplishment)

APPRAISER'S REPORT TO THE FIRST ASSISTANT SUPERINTENDENT

REASONS FOR THIS REPORT:

1. To record for future reference use the dates and number of contacts and conferences with the teacher. (Section IV - 1)
2. To give a summary statement relative to help provided. (Section IV - 2)
3. To provide a rating in each of the five performance areas and an overall rating of all the five performance areas. (Section V - 1)
4. To list specific recommendations for the future relative to further training, in-service education, assignment, employment, etc. (Section V - 2)

(See page 23 for evaluation procedure)

Seattle, Washington, Public Schools

PHILOSOPHY OF OBSERVATION AND FORMAL APPRAISAL

One of the many ways to improve instruction is evaluation. Self-evaluation is a continuous process and there is little chance for improvement without it. Self-evaluation is astigmatic, however. Alone, it does not give an objective picture of the instructional process. Neither does evaluation by an observer present a completely objective analysis. Both are necessary to the improvement of instruction through evaluation.

It is obvious, then, that evaluation cannot be avoided. The problem is to do it effectively. Principals, as instructional leaders, must assume some responsibility for evaluation. But it is necessary that both teachers and principals be satisfied with the procedure, and that the procedure is effective in accomplishing its task. To accomplish its purpose, evaluation should be a continuous activity within each classroom, department, and building.

Evaluation selects the items which are important and should be evaluated. It chooses the best method to elicit information on chosen items. It is practical to administrate, so the mind of the observer is free from mechanical preoccupations. It should furnish a learning process in itself.

There have been attempts to categorize teachers. It seems more reasonable to try to analyze and evaluate the teaching process. The teacher must be an active participant in the process of evaluation. The need to leave room for invention and creativity on the part of the teacher and the observer is obvious. The fear of being evaluated, fear of ability to evaluate, and doubt of the ability of the observer to evaluate must also be considered.

It is believed that, since the purpose of this instrument is to improve instruction, it should fulfill this function within a period of dedicated experimentation. To accomplish the successful use of evaluation, the instrument must be sound as well as the concept behind it. Traditionally, evaluation has been confused with rating. This concept will die hard, so it will be necessary to counter it at each opportunity. Implicit in evaluation is the improvement of instruction with concomitant improvements in morale.

USING EVALUATION FOR IMPROVING THE TEACHING PROCESS

In questionnaires sent to each member of the faculties in the Seattle Public Schools, teachers indicated their interest in being evaluated primarily in the area for which they were hired: the act of teaching. This conference, observation and appraisal process is designed to do that. Of course, each teacher brings to the act of teaching some particular strengths which add immeasurably to the assignment he has been given. In fact, the demands of specialized assignments draw on the particular resources of many teachers. These strengths should be identified and credited to the teacher as they relate to the improvement of instruction. There is room for this on the observation and appraisal forms.

Since preparation begins the teaching process, it is at the beginning of the evaluation process. This is not observable in all cases, so it is to be discussed in conference with the observer. The next phase in the teaching process is the presentation of the material prepared. The action of presenting a sesson, or series of lessons, forms the second part of evaluation. It is observed in the classroom. Evaluation discussed in conference forms the third part of the Observation for Improving the Teaching Process. Then, the observer indicates the particular strengths which the teacher has shown, both in the teaching process itself, and in the building. Finally, the observer records factors outside the teacher's control which affect the teaching process.

SEATTLE PUBLIC SCHOOLS

Observation for Improving the Teaching Process

(To be kept within the building)

Teacher ____ School ____ Grade/Subject ____ Type of Class ____

Observer ____ Length of Observation ____ Length of Conference ____

PREPARATION

(Discussed in Conference)

OBJECTIVES:

1) are clear, specific, measurable
2) have meaning for students
3) encourage personal goals
4) appropriately organized

LEARNING EXPERIENCES:

1) serve objectives
2) consider available resources
3) are organized
4) encourage student planning

CONTENT:

1) stimulates inquiry
2) is appropriate
3) is organized

EVALUATION:

1) is related to objectives
2) uses formal and informal techniques
3) teaches self-evaluation
4) provides for diagnosis of teaching and learning

NOTES:

SUGGESTIONS:

ACTION

(Observed in Classroom)

ATMOSPHERE FOR LEARNING:

1) considers physical factors
2) considers personal needs, morale
3) understands pupil behavior
4) provides support and encouragement
5) maintains reasonable control

INSTRUCTIONAL METHODS:

1) excite, intrigue and stimulate students
2) provide appropriate introductions, demonstrations, and illustrations
3) develop summaries and reinforcement
4) determine pace through student progress
5) permit deviation from routine
6) provide data for routine evaluation

TEACHING MATERIALS:

1) are current, appropriate and organized
2) are put to careful use
3) are utilized by students trained in use

STUDENT PARTICIPATION:

1) is balanced with teacher direction
2) encourages inquiry and exchange of ideas
3) initiates questions, doubt and wonder
4) encourages independence
5) helps students direct their learning

NOTES:

SUGGESTIONS:

EVALUATION

(Discussed in Conference)

INTERPRETATION:

1) of progress towards objectives
2) of problems in procedures
3) of costs to teachers and students
4) of costs in time and materials
5) of student's self-evaluation

TRANSLATION:

1) for improvement in preparation
2) for improvement in evaluation
3) for improvement in teaching
4) for improvement in student understanding
5) for grade level or department planning

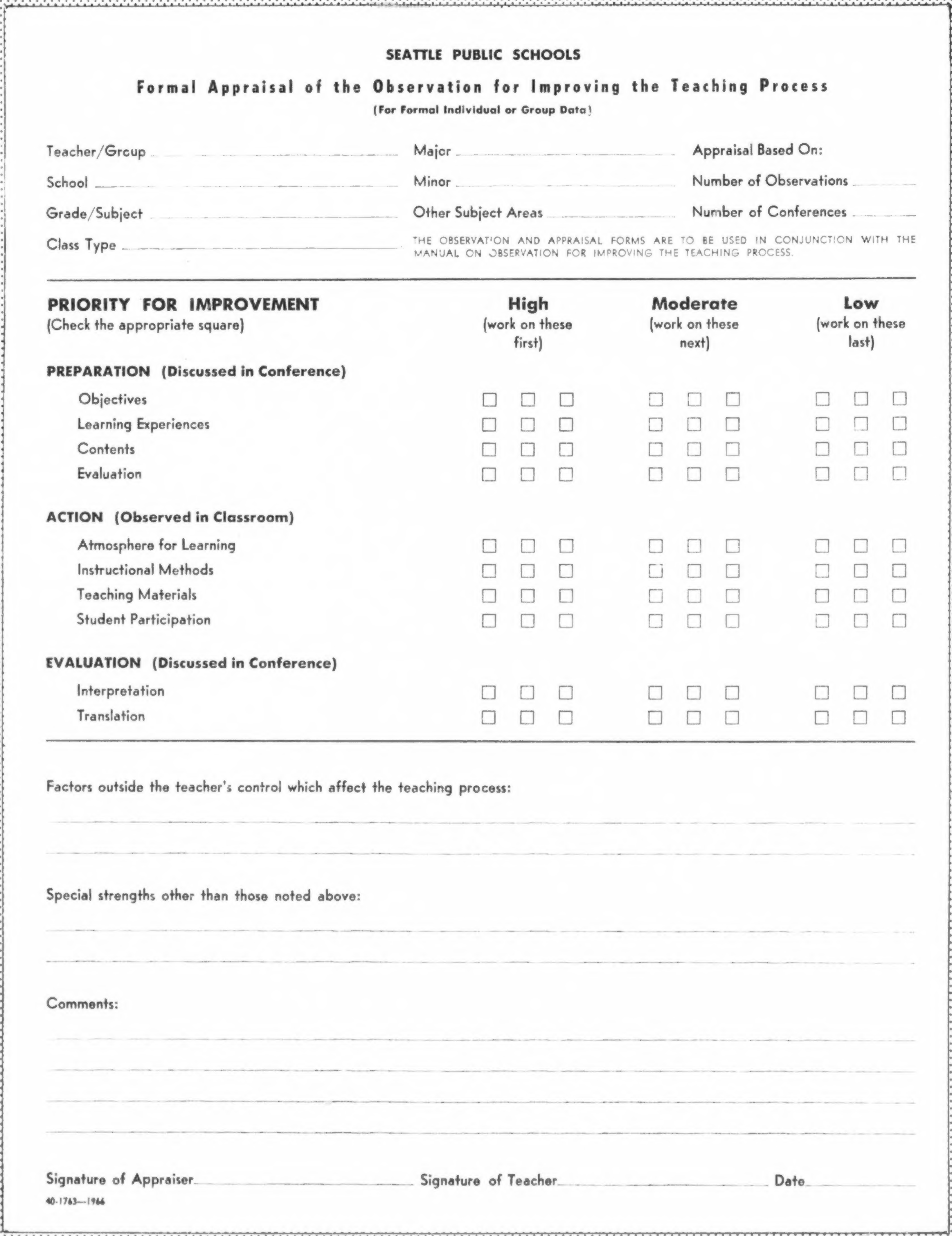
NOTES:

SUGGESTIONS:

Factors outside the teacher's control which affect the teaching process: ____

Special strengths other than those noted above: ____

SIGNATURE OF TEACHER ____ SIGNATURE OF OBSERVER ____ DATE ____



SEATTLE PUBLIC SCHOOLS

Formal Appraisal of the Observation for Improving the Teaching Process

(For Formal Individual or Group Data)

Teacher/Group ____________ Major ____________ Appraisal Based On:

School ____________ Minor ____________ Number of Observations ______

Grade/Subject ____________ Other Subject Areas ____________ Number of Conferences ______

Class Type ____________

THE OBSERVATION AND APPRAISAL FORMS ARE TO BE USED IN CONJUNCTION WITH THE MANUAL ON OBSERVATION FOR IMPROVING THE TEACHING PROCESS.

PRIORITY FOR IMPROVEMENT (Check the appropriate square)	**High** (work on these first)	**Moderate** (work on these next)	**Low** (work on these last)
PREPARATION (Discussed in Conference)			
Objectives	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Learning Experiences	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Contents	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Evaluation	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
ACTION (Observed in Classroom)			
Atmosphere for Learning	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Instructional Methods	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Teaching Materials	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Student Participation	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
EVALUATION (Discussed in Conference)			
Interpretation	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Translation	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Factors outside the teacher's control which affect the teaching process:

Special strengths other than those noted above:

Comments:

Signature of Appraiser ____________ Signature of Teacher ____________ Date ______

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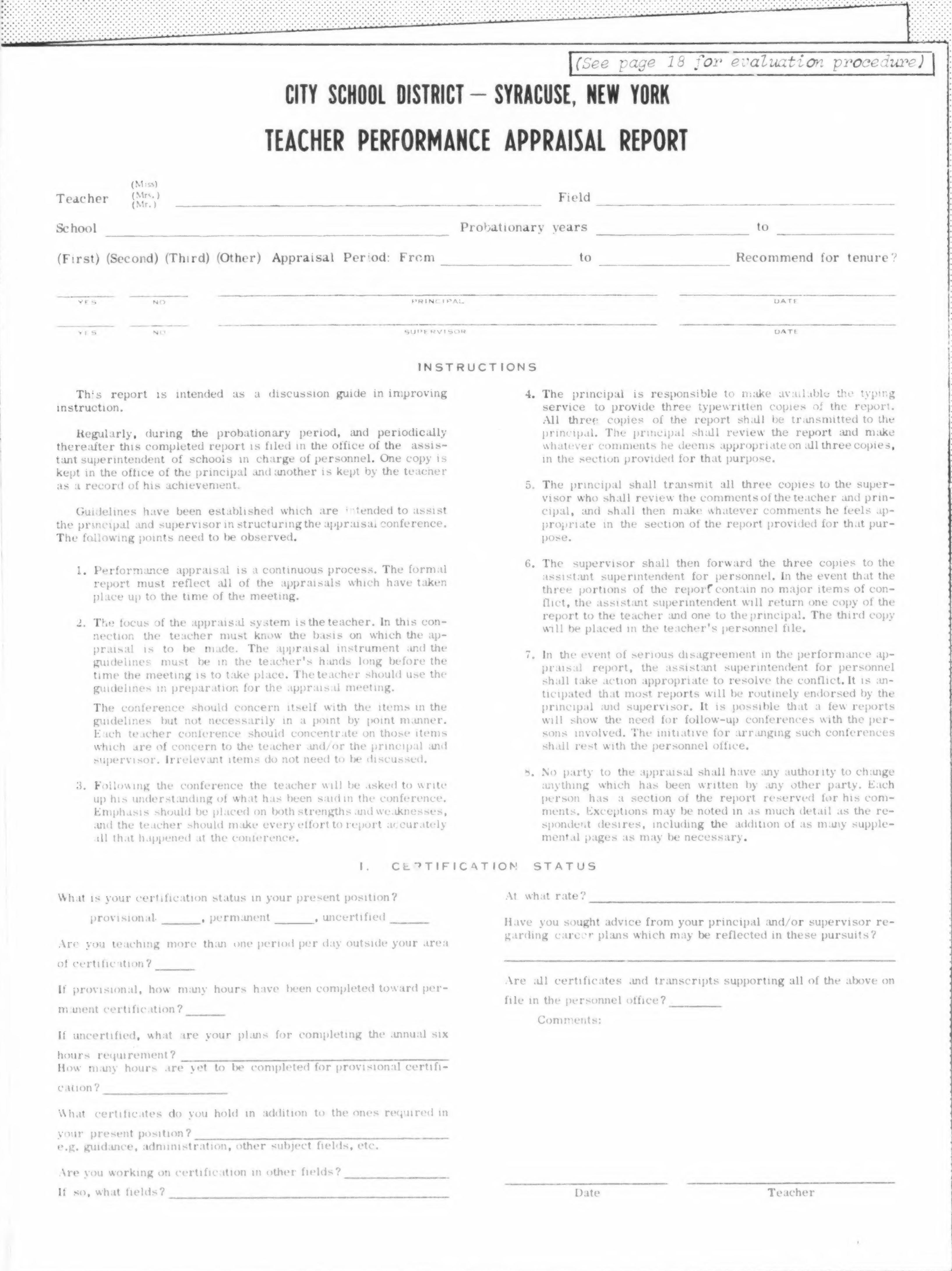
SYRACUSE



(See page 18 for evaluation procedure)

CITY SCHOOL DISTRICT — SYRACUSE, NEW YORK

TEACHER PERFORMANCE APPRAISAL REPORT

Teacher (Miss) (Mrs.) (Mr.) ______________________ Field ______________________

School ______________________ Probationary years __________ to __________

(First) (Second) (Third) (Other) Appraisal Period: From __________ to __________ Recommend for tenure?

______ YES	______ NO	______________________ PRINCIPAL	__________ DATE
______ YES	______ NO	______________________ SUPERVISOR	__________ DATE

INSTRUCTIONS

This report is intended as a discussion guide in improving instruction.

Regularly, during the probationary period, and periodically thereafter this completed report is filed in the office of the assistant superintendent of schools in charge of personnel. One copy is kept in the office of the principal and another is kept by the teacher as a record of his achievement.

Guidelines have been established which are intended to assist the principal and supervisor in structuring the appraisal conference. The following points need to be observed.

1. Performance appraisal is a continuous process. The formal report must reflect all of the appraisals which have taken place up to the time of the meeting.

2. The focus of the appraisal system is the teacher. In this connection the teacher must know the basis on which the appraisal is to be made. The appraisal instrument and the guidelines must be in the teacher's hands long before the time the meeting is to take place. The teacher should use the guidelines in preparation for the appraisal meeting.

   The conference should concern itself with the items in the guidelines but not necessarily in a point by point manner. Each teacher conference should concentrate on those items which are of concern to the teacher and/or the principal and supervisor. Irrelevant items do not need to be discussed.

3. Following the conference the teacher will be asked to write up his understanding of what has been said in the conference. Emphasis should be placed on both strengths and weaknesses, and the teacher should make every effort to report accurately all that happened at the conference.

4. The principal is responsible to make available the typing service to provide three typewritten copies of the report. All three copies of the report shall be transmitted to the principal. The principal shall review the report and make whatever comments he deems appropriate on all three copies, in the section provided for that purpose.

5. The principal shall transmit all three copies to the supervisor who shall review the comments of the teacher and principal, and shall then make whatever comments he feels appropriate in the section of the report provided for that purpose.

6. The supervisor shall then forward the three copies to the assistant superintendent for personnel. In the event that the three portions of the report contain no major items of conflict, the assistant superintendent will return one copy of the report to the teacher and one to the principal. The third copy will be placed in the teacher's personnel file.

7. In the event of serious disagreement in the performance appraisal report, the assistant superintendent for personnel shall take action appropriate to resolve the conflict. It is anticipated that most reports will be routinely endorsed by the principal and supervisor. It is possible that a few reports will show the need for follow-up conferences with the persons involved. The initiative for arranging such conferences shall rest with the personnel office.

8. No party to the appraisal shall have any authority to change anything which has been written by any other party. Each person has a section of the report reserved for his comments. Exceptions may be noted in as much detail as the respondent desires, including the addition of as many supplemental pages as may be necessary.

I. CERTIFICATION STATUS

What is your certification status in your present position?

provisional ______, permanent ______, uncertified ______

Are you teaching more than one period per day outside your area of certification? ______

If provisional, how many hours have been completed toward permanent certification? ______

If uncertified, what are your plans for completing the annual six hours requirement? ______________________

How many hours are yet to be completed for provisional certification? ______________

What certificates do you hold in addition to the ones required in your present position? ______________________

e.g. guidance, administration, other subject fields, etc.

Are you working on certification in other fields? ______________

If so, what fields? ______________________

At what rate? ______________________

Have you sought advice from your principal and/or supervisor regarding career plans which may be reflected in these pursuits?

____

Are all certificates and transcripts supporting all of the above on file in the personnel office? ________

Comments:

______________ Date ______________ Teacher

II. TEACHING PERFORMANCE

There is much evidence that the excellent teacher:

is aware of what is to be stressed in the syllabus; the time intervals to be allocated for such teaching; the extent to which the material is to be studied in depth, in breadth

creates a classroom atmosphere that is conducive to learning i.e., maintains discipline; respect; inspires co-operation, courtesy, interest, and joint participation

is up-to-date in his knowledge of the subject; uses a variety of up-to-date methods and techniques

knows his subject so well that he is able to make it comprehensible to all students and provides guidance for students of all abilities

demonstrates through lesson plans (daily and long-term) a clear understanding of the objectives of the program

makes clear to the student, at each stage of the course, just what content needs to be mastered; just what skills acquired

uses varied methods and techniques in evaluating the work of the student; makes sure that the evaluation results are reported to the student as soon as possible; makes evaluation a continuous process

aims the evaluation at determining specific changes in student behavior i.e., changes in understandings, attitudes, and skills

makes optimum use of local and regional resources; makes efficient use of available supplies, materials, and equipment in satisfactory working condition

III. PERSONAL QUALITIES

The excellent teacher

works well with others

shows initiative and imagination; is enthusiastic

relates well to parents i.e., treats them courteously, helps them to understand the school program, reports the child's progress accurately and stresses accomplishments as well as failures

finishes what he begins

uses good English, expressing his thoughts in well chosen words that are clearly understandable

adapts well to most situations

accepts, and acts on, constructive criticism (from whatever source)

is approachable, cheerful, optimistic, and sensitive to the needs of others

is appropriately dressed

utilizes the voice effectively.

IV. SCHOOL ROUTINE

The excellent teacher

assumes a fair share of the school program

is prompt and accurate in making reports and records

follows directions

is punctual; regular in attendance

V. PRINCIPAL'S COMMENTS AND ENDORSEMENT

DATE

PRINCIPAL

VI. SUPERVISOR'S COMMENTS AND ENDORSEMENT

DATE

SUPERVISOR

VII. PERSONNEL OFFICE DISPOSITION

DATE

ASSISTANT SUPERINTENDENT

Please print or type replies

Educational Research Service
January 1969

EVALUATION OF CLASSROOM TEACHERS

QUESTIONNAIRE FORM

School system ______________________________

City ____________ State ____________ Zip code ________

Name and title of respondent ______________________________

1. Does your school system have a FORMAL program for evaluating classroom teachers?

   YES _____ NO _____

   If NO, please so indicate and return one copy of this questionnaire.

2. How long have you had procedures for evaluating teaching performance?

   ____________ years.

   a. How recently have these procedures been revised? ____________
   b. Are revisions planned in the near future? ____________
   c. If a teachers' committee, or a committee including teachers, was involved in developing the evaluation plan currently in use, how were the teachers selected? ____________

3. How often is each type of teacher evaluated?

Status of teacher	Frequency of evaluation
Probationary	
Permanent	

QUESTIONNAIRE FORM

4. By whom are evaluations conducted? *(CHECK ALL THAT APPLY)*

Principal ____; Asst. principal ____; Supervisor ____; Department head ____;

Other (please specify) ____

If more than one position above is checked, is it:

a. A JOINT evaluation? _____

b. Separate evaluation by EACH of those checked? _____

c. Evaluation by only ONE of those checked? _____

(Explain on back page or separate sheet, if necessary)

5. Is self-evaluation REQUIRED? YES _____ NO _____

6. What form(s) does the final report of the evaluation take?

Type of report	Probationary teachers	Permanent teachers
a. Written list of satisfactory and unsatisfactory teachers	________	________
b. Rating form for each teacher	________	________
c. Written analysis of each teacher in narrative or anecdotal form	________	________
d. Oral report only	________	________
e. Other (please describe)		
______________________________	________	________

7. How are teachers advised of their evaluation rating?

_____ Receive a copy automatically

_____ Receive a copy only if they request it

_____ Shown a copy

_____ May examine copy in personnel file upon request

_____ Not at all, unless unsatisfactory

_____ Other (please specify) ____

____

QUESTIONNAIRE FORM

8. Is a post-evaluation conference held with the evaluatee to discuss the evaluation? YES _____ NO _____

9. What uses are made of the evaluations? *(CHECK ALL THAT APPLY)*

_____ To decide on reappointment of permanent teachers

_____ To decide on reappointment of probationary teachers

_____ To recommend probationary teachers for permanent status

_____ To establish evidence where dismissal from service is an issue

_____ To stimulate improvement of performance

_____ To select teachers for promotion

_____ To qualify teachers for regular salary increments

_____ To establish qualifications for merit increments

_____ To qualify teachers for acceleration on salary schedule (larger or double increments)

_____ To qualify teachers for longevity pay

_____ Other (please specify) ______________________________

____

10. If a teacher does not agree with his evaluation, what appeal procedures are open to him? *(CHECK ALL THAT APPLY)*

_____ None

_____ Request conference with evaluator's supervisor

_____ Request rating by third party

_____ Attach dissenting statement to evaluation form

_____ File dissenting statement with review board

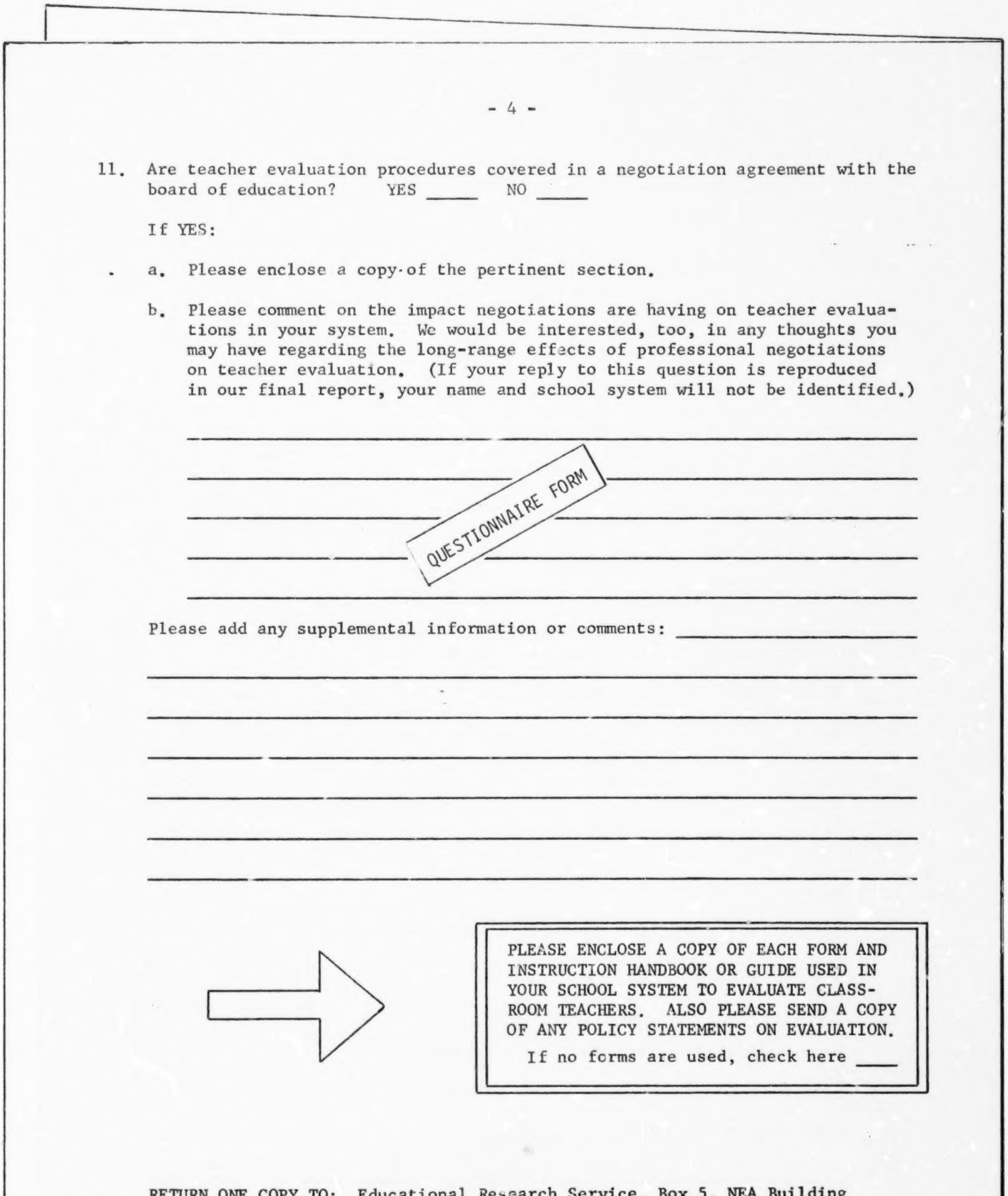
_____ Initiate grievance through formal grievance procedure

_____ Other (please specify) ______________________________

____

____

____



11. Are teacher evaluation procedures covered in a negotiation agreement with the board of education? YES _____ NO _____

If YES:

a. Please enclose a copy of the pertinent section.

b. Please comment on the impact negotiations are having on teacher evaluations in your system. We would be interested, too, in any thoughts you may have regarding the long-range effects of professional negotiations on teacher evaluation. (If your reply to this question is reproduced in our final report, your name and school system will not be identified.)

QUESTIONNAIRE FORM

Please add any supplemental information or comments:

PLEASE ENCLOSE A COPY OF EACH FORM AND INSTRUCTION HANDBOOK OR GUIDE USED IN YOUR SCHOOL SYSTEM TO EVALUATE CLASSROOM TEACHERS. ALSO PLEASE SEND A COPY OF ANY POLICY STATEMENTS ON EVALUATION.

If no forms are used, check here ____

RETURN ONE COPY TO: Educational Research Service, Box 5, NEA Building
1201 Sixteenth Street, N. W., Washington, D. C. 20036